

2008

# Graduate School of Humanities and Social Sciences 2008-2009 Catalog

Nova Southeastern University

Follow this and additional works at: [https://nsuworks.nova.edu/cahss\\_coursecatalogs](https://nsuworks.nova.edu/cahss_coursecatalogs)



Part of the [Arts and Humanities Commons](#)

---

## NSUWorks Citation

Nova Southeastern University, "Graduate School of Humanities and Social Sciences 2008-2009 Catalog" (2008). *College of Arts, Humanities, and Social Sciences Course Catalogs*. 70.  
[https://nsuworks.nova.edu/cahss\\_coursecatalogs/70](https://nsuworks.nova.edu/cahss_coursecatalogs/70)

This Course Catalog is brought to you for free and open access by the NSU Course Catalogs and Course Descriptions at NSUWorks. It has been accepted for inclusion in College of Arts, Humanities, and Social Sciences Course Catalogs by an authorized administrator of NSUWorks. For more information, please contact [nsuworks@nova.edu](mailto:nsuworks@nova.edu).



# 2008–2009 Catalog

# GRADUATE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES (SHSS)

## 2008-2009 CATALOG



3301 College Avenue  
Ft. Lauderdale, Florida 33314-7796

**Telephone:** (954) 262-3000 or (800) 541-6682

**Fax:** (954) 262-3968

**Email:** *shss@nsu.nova.edu*

**Web address:** *http://shss.nova.edu*

## **Table of Contents**

	Page
<a href="#"><u>Main Campus Map and Directions</u></a>	4
<a href="#"><u>Message from the President</u></a>	5-6
<a href="#"><u>Dean's Welcome</u></a>	7
<a href="#"><u>Library, Research, and Information Technology Center</u></a>	8
<a href="#"><u>NSU Mission Statement</u></a>	9
<a href="#"><u>SHSS Mission Statement</u></a>	9
<a href="#"><u>Notice of Nondiscrimination</u></a>	10
<a href="#"><u>Accreditation</u></a>	10
<a href="#"><u>Student Rights and Responsibilities</u></a>	10
<a href="#"><u>About SHSS</u></a>	11
<a href="#"><u>Programs Offered</u></a>	11
<a href="#"><u>Academic Calendar</u></a>	12-13
<a href="#"><u>Tuition and Fees</u></a>	13
<a href="#"><u>Admissions, Enrollment, and Orientation</u></a>	13-15
<a href="#"><u>About Our Program Formats</u></a>	16
<a href="#"><u>About Our Interdisciplinary Fields of Study</u></a>	17-18
<a href="#"><u>About Our Doctoral Programs</u></a>	19
<a href="#"><u>Ph.D. in Conflict Analysis &amp; Resolution</u></a>	19-29
<a href="#"><u>Ph.D. in Family Therapy</u></a>	29-43
<a href="#"><u>DMFT: Doctorate in Marriage and Family Therapy</u></a>	44-56
<a href="#"><u>About Our Master's Programs</u></a>	57
<a href="#"><u>M.S. in Conflict Analysis &amp; Resolution</u></a>	57-60
<a href="#"><u>M.S. in Family Therapy</u></a>	61-65
<a href="#"><u>M.A. in Cross-disciplinary Studies</u></a>	66-68
<a href="#"><u>M.S. in College Student Affairs</u></a>	69-71
<a href="#"><u>About Our Graduate Certificate Programs</u></a>	72
<a href="#"><u>Graduate Certificate in Conflict Analysis &amp; Resolution</u></a>	72-73
<a href="#"><u>Graduate Certificate in Family Systems Health Care</u></a>	73-74
<a href="#"><u>Graduate Certificate in Health Care Conflict Resolution</u></a>	74-75
<a href="#"><u>Graduate Certificate in Peace Studies</u></a>	75-76
<a href="#"><u>Graduate Certificate in College Student Personnel Administration</u></a>	76-78
<a href="#"><u>Graduate Certificate in Family Studies</u></a>	79
<a href="#"><u>Graduate Certificate in Advanced Family Systems</u></a>	80
<a href="#"><u>Graduate Certificate in Family Ministry</u></a>	80
<a href="#"><u>About Our Graduate Minors</u></a>	81-83
<a href="#"><u>About Our Dual Degree Programs</u></a>	84
<a href="#"><u>M.S. or Ph.D. in Conflict Analysis &amp; Resolution/J.D.</u></a>	84
<a href="#"><u>About SHSS-Based Experiential Training and Community Services</u></a>	84
<a href="#"><u>The Brief Therapy Institute</u></a>	84-85
<a href="#"><u>Community Resolution Services</u></a>	85-86
<a href="#"><u>Students United With Parents and Educators to Resolve Bullying (SUPERB)</u></a>	86
<a href="#"><u>Civility Project</u></a>	86
<a href="#"><u>Project on Culture and Creativity in Conflict and Peacebuilding</u></a>	86-87
<a href="#"><u>About Our Student Services</u></a>	87
<a href="#"><u>Faculty Mentors</u></a>	87
<a href="#"><u>SHSS Student Association (SHSS SA)</u></a>	87
<a href="#"><u>Graduate Assistantships</u></a>	87



<a href="#">Scholarships</a>	88
<a href="#">Career Development Program</a>	88
<a href="#">SHSS Online</a>	89
<a href="#">Student Evaluation of Classes and Practicum</a>	89
<a href="#">About Our Academic Policies</a>	90
<a href="#">Residency Requirements, Time Limits, and Leave of Absence</a>	90
<a href="#">Graduation Requirements</a>	90
<a href="#">Transfer of Credit</a>	90
<a href="#">Adding/Dropping/Withdrawing from Classes</a>	91
<a href="#">Auditing Classes</a>	91
<a href="#">Cancellation of Classes</a>	91
<a href="#">Incomplete Grades</a>	91
<a href="#">Academic Evaluation and Standards for Progress</a>	92
<a href="#">Code of Student Conduct Statement</a>	93-95
<a href="#">Student Conduct</a>	96
<a href="#">Student Appeals</a>	96
<a href="#">Institutional Review Board</a>	96
<a href="#">Plagiarism</a>	97
<a href="#">Faculty/Student Collaboration</a>	97
<a href="#">Advertising</a>	97
<a href="#">Rights and Responsibilities</a>	97
<a href="#">SHSS Faculty, Staff, and Administration</a>	98-101
<a href="#">Course Descriptions</a>	102
<a href="#">Ph.D. in Conflict Analysis &amp; Resolution</a>	102-112
<a href="#">Ph.D. in Family Therapy</a>	113-116
<a href="#">Doctorate of Marriage and Family Therapy</a>	117-120
<a href="#">M.S. in Conflict Analysis &amp; Resolution</a>	120-130
<a href="#">M.S. in Family Therapy</a>	130-132
<a href="#">M.A. in Cross-disciplinary Studies</a>	132-133
<a href="#">M.S. in College Student Affairs</a>	133-135
<a href="#">College Student Personnel Administration</a>	135-136
<a href="#">Family Systems Health Care</a>	136-137
<a href="#">Health Care Conflict Resolution</a>	137-138
<a href="#">Advanced Family Systems</a>	138-139
<a href="#">Family Ministry</a>	139
<a href="#">Important Telephone Numbers</a>	140-141
<a href="#">NSU's 16 Centers, Colleges, and Schools</a>	141
<a href="#">Provisions</a>	142

## Main Campus Map & Directions

### From I-95 or Florida's Turnpike

Exit at I-595, proceed west to University Drive exit. Turn left (south) onto University Drive. Proceed approximately 1 ½ miles to SW 30 Street (Abe Fischler Blvd.), turn left (east). NSU's main campus will be on the right side.

### From University Drive

*From North of I-595*

Take University Drive south 1 ½ miles past I-595 to SW 30 Street (Abe Fischler Blvd). Turn left (east). NSU's main campus will be on the right side.

*From south of Griffin Road*

Take University Drive north approximately 2 miles past Griffin Road to SW 30 Street (Abe Fischler Blvd.). Turn right (east). NSU's main campus will be on the right side.

### From I-75

*From Miami heading north or west coast/Naples heading east*

Merge onto I-595 eastbound (towards Fort Lauderdale). Exit at University Drive exit, turn right (south). Proceed approximately 1 ½ miles on University Drive to SW 30 Street (Abe Fischler Blvd.), turn left (east). NSU's main campus will be on the right side.





## Message from the President

In 1964, a progressive group of men and women united to establish an academic institution that would break new ground in educational excellence and community service. Through the years the pioneering spirit of those founders has remained strong within the university. Today, Nova Southeastern University enters its 40th year of existence from a position of strength as the nation's 10th largest independent institution of higher education, with more than 76,000 alumni and nearly 23,500 students enrolled in classes.

Since I began my tenure as president of Nova Southeastern University more than seven years ago, we have remained steadfast in our goal: to continue to develop and refine quality educational programs that prepare students for leadership positions and the emerging challenges of the 21st century.

This is an especially exciting time for our university, as many of the dreams and projects we have envisioned are coming into reality. The Alvin Sherman Library, Research, and Information Technology Center, a \$43 million, state-of-the art joint-use facility located on our campus is Florida's largest library. With its high-tech capabilities and its versatility as an educational, research-oriented, and cultural hub, this new library has brought NSU to a whole new level of excellence.

Last year we realized another dream as we opened the Jim and Jan Moran Family Center Village. Our Family Center houses the Mailman Segal Institute for Early Childhood Studies, which has long been recognized as a role model for early education programs nationwide. In its new home, the Mailman Segal Institute, along with the adjacent Baudhuin Preschool, continues to impact children and families throughout South Florida like never before.

In early 2004, we opened the Carl DeSantis Building, home to the H. Wayne Huizenga School of Business and Entrepreneurship and the Graduate School of Computer and Informational Sciences. Located on our 300-acre Main Campus, this has given business students and faculty increased access to technology, resources and space, and has served been host to numerous South Florida business lectures and conferences.

This spring we broke ground for our University Center, due to open in fall of 2005. The University Center is designed to be four facilities in one. It will be a sports arena with retractable seating where our NCAA Division II teams will play; a wellness and fitness center for students to enjoy; NSU's student union and community center; and finally, it will be a performing and visual arts venue. This multi-use facility will redefine NSU's relationship with our students, our distinguished faculty, the NSU administration and

staff, and the South Florida community at-large.

All of these projects have or will expand the resources available to our students, faculty, staff and administration. They will also strengthen our bonds with the people, businesses, and organizations throughout the community we serve.

As an institution of higher learning, NSU strives to be a valuable part of the communities it serves. In addition to career-specific technical knowledge and skills, we work to instill the qualities of compassion, dedication to service and commitment to community in all of our students.

At the same time, we have been successfully educating and preparing our students for the dynamic, technology-intensive and the highly competitive workplace of the future. As the university continues to make technological upgrades, it works closely with its colleges, centers, and schools, in an effort to nurture and sustain research and enable them to make technological advances of their own. All of this is accomplished within a multidisciplinary academic environment that promotes mutual respect and meaningful interaction across the disciplines.

Our synergistic, multidisciplinary learning environment depends on the continued commitment of each of us, and allows us to continue to provide the highest quality and most comprehensive education to dedicated men and women, wherever they are located.

Everyone associated with this university can take pride in the excellence we have achieved thus far, and look forward to a very exciting future. While we have done so much so quickly, we are still young and growing. We continue to seek and implement ways to better ourselves every day. And we aim to surpass even our own high standards of excellence in academics, research, technology, and community service. Excellence is our standard.

Ray Ferrero, Jr.  
President





## Dean's Welcome

Welcome to the Graduate School of Humanities and Social Sciences at Nova Southeastern University (NSU)!

The Graduate School of Humanities and Social Sciences (SHSS) has distinguished itself nationally and internationally through its academic programs and community services. We are committed to academic excellence, learner-centered orientation, student success, inclusive learning community building, social responsibility, and reflective practice.

Understanding and betterment of human social relations is a central theme of our multidisciplinary, multi-professional, and multicultural endeavors. Our vigorous curricula have deep interdisciplinary roots and are focused on creative solutions. Our cutting-edge programs employ a variety of innovative approaches and learning technologies. Over the course of addressing human problems and social issues as an inclusive learning community, we are building a bridge between theory, practice, and research drawn from different social sciences, humanities, and helping professions.

We are looking forward to working with you closely on campus, online, and in the communities. Good luck with your graduate studies and your promising careers!

Honggang Yang, Ph.D.  
Dean and Professor



# Library, Research, and Information Technology Center

Main Campus  
3100 Ray Ferrero Jr. Blvd.  
Ft. Lauderdale, Florida 33314-7796  
(954) 262-4600

*<http://www.nova.edu/library/main/>*

## **CONTACT INFORMATION**

From outside Broward County, dial 800-541-6682 and use the last four digits of phone number when on the Main Campus of the University.

### **Interlibrary Loan Department**

Email: [ill@nsu.nova.edu](mailto:ill@nsu.nova.edu)

Telephone: 954-262-4619

Fax: 954-262-3944

### **Document Delivery**

Email: [library@nsu.nova.edu](mailto:library@nsu.nova.edu)

Telephone: 954-262-4602

Fax: 954-262-3947 or 888-DLS-DOCS

### **Circulation Desk**

Telephone: 954-262-4601

### **Reference Desk**

Email: [refdesk@nsu.nova.edu](mailto:refdesk@nsu.nova.edu)

Telephone: 954-262-4613

### **Public Library & Youth Services Desk**

Telephone: 954-262-5477 or 5478

### **Connections Cafe**

Telephone: 954-262-5500

## **NSU MISSION STATEMENT**

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high-quality educational programs of distinction from pre-school through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The university fosters inquiry, research, and creative professional activity, by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.

## **SHSS MISSION STATEMENT**

We, at the Graduate School of Humanities and Social Sciences, apply a holistic, relational perspective to the challenges facing individuals, families, organizations, communities, and nations. With an interdisciplinary sensibility and a commitment to individual and social integrity, we seek collaborative, creative, and equitable means for resolving human problems. Our unique and talented students learn to become reflective scholars and ethical practitioners – professionals with a critical understanding of theory and method, as well as an appreciation of the diversity, responsibility, and privilege inherent in co-creating peaceful change.

## **NOTICE OF NONDISCRIMINATION**

Consistent with all federal and state laws, rules, regulations, and/or local ordinances (e.g., Title VII, Title VI, Title III, Rehab Act, ADA, Title IX), it is the policy of Nova Southeastern University not to engage in discrimination or harassment against any individuals because of race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, status as a disabled veteran, or political beliefs and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations.

This nondiscrimination policy applies to admissions, enrollment scholarships and loan programs, athletics, employment, and access to and treatment in all university centers, programs, and activities. NSU admits students of any race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, status as a disabled veteran, or political beliefs to all the rights, privileges, programs, and activities generally accorded or made available to students at NSU, and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

## **ACCREDITATION**

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

All students admitted to NSU programs must be knowledgeable of, and abide by university policies and procedures. Students can access the NSU Student Handbook at: <http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf>

|

## ABOUT SHSS

At the SHSS, we focus on teaching, mentoring, researching, and applying interdisciplinary theories and creative methodologies to improve human living and social relations. We offer the following graduate and postgraduate programs:

### **Residential Programs**

- Ph.D. in Conflict Analysis & Resolution (82 credits)
- Ph.D. in Family Therapy (96 credits)
- Doctorate in Marriage and Family Therapy (DMFT) (96 credits)
- M.S. in Family Therapy (48 credits)
- M.S. in Conflict Analysis & Resolution (45 credits)
- M.S. in College Student Affairs (45 credits)
- M.A. in Cross-disciplinary Studies (33 credits)
- Graduate Certificate in Conflict Analysis & Resolution (24 credits)
- Graduate Certificate in College Student Personnel Administration (24 credits)
- Graduate Certificate in Peace Studies (24 credits)
- Graduate Certificate in Health Care Conflict Resolution (24 credits)
- Graduate Certificate in Family Systems Health Care (24 credits)
- Graduate Certificate in Family Studies (24 credits)
- Graduate Certificate in Advanced Family Systems (24 credits)

### **Distance Learning Programs**

- Ph.D. in Conflict Analysis & Resolution (82 credits)
- M.S. in Conflict Analysis & Resolution (45 credits)
- M.A. in Cross-disciplinary Studies (33 credits)
- Graduate Certificate in Conflict Analysis & Resolution (24 credits)
- Graduate Certificate in College Student Personnel Administration (24 credits)
- Graduate Certificate in Peace Studies (24 credits)
- Graduate Certificate in Health Care Conflict Resolution (24 credits)
- Graduate Certificate in Family Systems Health Care (24 credits)
- Graduate Certificate in Family Ministry (24 credits)

### **Graduate Minors** (12 credits)

- Conflict Resolution Studies
- Family Systems

### **Dual Degree Programs**

- M.S. in Conflict Analysis & Resolution/J.D.

Ph.D. in Conflict Analysis & Resolution/J.D. The Criminal Justice Institute (CJI) offers an M.S. in Criminal Justice. CJI students can pursue the following concentration tracks offered through SHSS:

**Community Solutions and Partnership, or Conflict and Crisis Management.** Please visit <http://www.cji.nova.edu/> for more information.



## ACADEMIC CALENDAR

TERM CODE	TERM	TERM DATES	REGISTRATION
200920	FALL 2008	09/08/08 – 12/05/08	June 16, 2008
200930	WINTER 2009	01/12/09 – 04/09/09	November 17, 2008
200950	SUMMER I 2009	04/20/09 – 07/11/09	March 02, 2009
200950	SUMMER II 2009	07/20/09 – 08/28/09	

### FALL 2008 TERM CALENDAR

Monday, August 25, 2008

Last Day for Leave of Absence Requests

Friday, September 05, 2008

New Student Orientation

Monday, September 08, 2008

**Fall Term Begins** – Last day for a 100% refund

Monday, September 15, 2008

Last day for 75% refund

Monday, September 22, 2008

Last day for 50% refund – end of refund period

Tuesday, September 30, 2008

Rosh Hashanah – University closed

Thursday, October 09, 2008

Yom Kippur – University closed

Friday, Oct. 17 – Sunday, Oct. 19, 2008

Clinical Institute

Friday, Oct. 17 – Tuesday, Oct. 21, 2008

Residential Institute (online students)

Friday, November 21, 2008

Last day to withdraw from classes

Thursday, November 27, 2008

Thanksgiving Holiday – University closed

Friday, November 28, 2008

Day after Thanksgiving Holiday – University closed

Friday, December 05, 2008

**Fall Term ends**

### WINTER 2009 TERM CALENDAR

Monday, December 29, 2008

Last Day for Leave of Absence Requests

Friday, January 09, 2009

New Student Orientation

Monday, January 12, 2009

**Winter Term Begins** – Last day for a 100% refund

Monday, January 19, 2009

Dr. Martin Luther King Jr. Day – University closed

January 20, 2009

Last day for a 75% refund

Monday, January 26, 2009

Last day for a 50% refund – end of refund period

Friday, Feb. 20 – Sunday, Feb. 22, 2009

Clinical Institute

Friday, Feb. 20 – Tuesday, Feb. 24, 2009

Residential Institute (online students)

Friday, March 13, 2009

Last day to withdraw from classes

Monday, April 06 – Thursday, April 09, 2009

READING WEEK

Thursday, April 09, 2009

**Winter Term ends**

Friday, April 10, 2009

Good Friday – University Closed

### SUMMER I 2009 TERM CALENDAR

Monday, April 06, 2009

Last Day for Leave of Absence Requests

Friday, April 17, 2009

New Student Orientation

Monday, April 20, 2009

**Summer Term Begins** – Last day for 100% refund

Monday, April 27, 2009

Last day for a 75% refund

Monday, May 04, 2009

Last day for a 50% refund

Monday, May 25, 2009

Memorial Day – University closed

Friday, June 19, 2009

Last day to withdraw from classes

Friday, July 03, 2009  
Friday, July 10, 2009

Day before Independence day – University closed  
Summer Term ends

### **SUMMER II 2009 TERM CALENDAR**

Monday, July 20, 2009	Summer II Begins-Last day for 100% refund
Monday, July 27, 2009	Last day for a 75% refund
Monday, August 03, 2009	Last day for a 50% refund
Friday, August 14, 2009	Last day to withdraw from classes
Friday, August 28, 2009	Summer II ends

## **Tuition and Fees**

### **2008 - 2009 Tuition and Fee Schedule**

Tuition:

- Doctoral Programs: \$695 per credit
- Master's and Graduate Certificate Programs: \$500 per credit

Fees:

- Registration Fee: \$25 per term
- Student Activity Fee: \$250 per term for students enrolled in 4 or more credits.  
\$125 per term for students enrolled in fewer than 4 credits.

## **Admissions, Enrollment, and Orientation**

Instructions for applying to our programs are detailed in our application packet available at [http://shss.nova.edu/Downloads/pros\\_student\\_downloads.htm](http://shss.nova.edu/Downloads/pros_student_downloads.htm). Students are admitted for the Fall, Winter, and Summer terms.

### **Admissions Criteria**

Specific degree and program admissions criteria are described below. All SHSS programs require that students have a willingness to be tolerant, nonjudgmental, and open-minded towards different types of people, as well as the ability to show compassion and fairness in challenging situations.

### ***Doctoral Programs***

SHSS accepts applications to the doctoral programs from any person who possesses, or is in the process of completing a master's degree from a regionally accredited university. Doctoral applicants should have a minimum GPA of 3.0 in their master's program. Applicants must possess a master's degree before beginning doctoral studies.

Applicants chosen for admission to the Ph.D. program in Conflict Analysis and Resolution demonstrate not only prior academic excellence in their undergraduate and graduate work, but also the ability to think and write analytically, communicate respectfully, as well as eagerness to explore the theory and philosophy of conflict, justice, equity, and nonviolence. Ph.D. applicants should also have some practice, teaching, or training experience; strong written and verbal communication skills; some research or evaluation experience; and a demonstrated commitment to the focused pursuit of a doctoral degree program.

The Department of Family Therapy faculty carefully consider a number of factors when choosing applicants for the Ph.D. and DMFT programs including: knowledge of systemic theory

as it relates to various approaches of family therapy, level of prior clinical experience, evidence of commitment to advanced graduate training in the social sciences, interpersonal style, prior graduate GPA, and professional English writing skills.

### ***Master's and Graduate Certificate Programs***

SHSS accepts applications to the Master's and Graduate Certificate programs from any person who possesses, or is the process of completing a bachelor's degree from a regionally accredited university. Master's and Graduate Certificate applicants should have a minimum GPA of 3.0 in their bachelor's program. Applicants must complete all bachelor's degree requirements before beginning graduate studies.

Criteria for acceptance into the M.S. and Graduate Certificate programs in Conflict Analysis & Resolution include high-level undergraduate academic performance and/or relevant current working experience; a life passion or practical interest in using skills and theories in specific settings after graduation; the ability to think clearly in challenging interactions; tolerant, nonjudgmental attitudes and open-mindedness toward different types of people; and the ability to combine assessment skills with compassion and fairness.

Criteria for acceptance into the M.S. in Family Therapy include a major emphasis on applicants who are familiar with and interested in learning systemic theories and therapies. They also attend to applicants' comfort with cultural and sexual diversity and their ability to connect to people in crisis. Applicants who demonstrate significant ability to listen to others, engage in conversation, and learn from dialogue will be best prepared for admission. The admissions essay must include specific citations of family therapy literature to provide a rationale for the applicant's decision to pursue a career in marriage and family therapy.

Criteria for acceptance to the Master's program in Cross-disciplinary Studies include a solid undergraduate academic performance, and the desire to engage in a self-designed curriculum.

Criteria for acceptance into the M.S. and Graduate Certificate programs in College Student Affairs include high-level undergraduate academic performance and/or relevant current working experience; a life passion or practical interest in using skills and theories in specific settings after graduation; the ability to think clearly in challenging interactions; tolerant, nonjudgmental attitudes and open-mindedness toward different types of people; and the ability to combine assessment skills with compassion and fairness.

### ***Non-degree Seeking Students***

SHSS accepts applications for non-degree seeking students from any person who possesses a bachelor's degree or is waiting for their degree to be conferred from a regionally accredited university. Non-degree seeking students may take up to three classes (9 credits). These credits may transfer into an SHSS degree program. If a non-degree seeking student wishes to enter a degree program, s/he must formally apply to the program of interest.

Please visit <http://shss.nova.edu/Downloads/PDF/all/nondegreeapplication.pdf> to download an application.

### ***Graduate Minors***

SHSS accepts applications for Graduate Minors from any NSU graduate student in good academic standing. Students applying for a graduate minor need only to submit a cover letter requesting admission to the graduate minor program. The graduate minor applicants should have a minimum GPA of 3.0 in their major graduate program.

Please visit <http://shss.nova.edu/Downloads/applications.htm> for an application.

**Orientation**

Students receive a two day orientation at the beginning of their first term. At that time, students meet the faculty, talk with their faculty advisor, attend computer workshops, library training, and participate in various student activities. New student orientation is intended to provide information, answer questions, and welcome students to the SHSS learning community. New Student Orientation for online and weekend-based students is two days in duration to allow for extensive WebCt and distance library services training.

## ABOUT OUR PROGRAM FORMATS

### **Residential Programs**

All residential programs offered through SHSS are scheduled at times convenient for most working adults. All courses are held Monday through Thursday on NSU's Main Campus.

Classes in Conflict Analysis & Resolution are scheduled in the evening, 6:00 P.M. – 9:00 P.M. Full-time students attend classes three evenings per week; part-time students attend classes two evenings per week. Occasionally, courses can be taken online.

Classes in Family Therapy are scheduled 3:00 P.M. - 6:00 P.M. and 6:00 P.M. – 9:00 P.M. Students can often complete course requirements by attending classes two days per week.

Classes in the Master of Arts in Cross-disciplinary Studies program vary based on the department in which they are offered.

Classes in College Student Affairs are scheduled in the evening, 6:00 P.M. – 9:00 P.M. Full-time students attend classes three evenings per week; part-time students attend classes two evenings per week. Occasionally, courses can be taken online.

The Main Campus houses a full range of student support services including the Alvin Sherman Library, Research, and Information Technology Center. NSU's computer labs provide students services to write papers, use email, and conduct research via the Internet. For more information, visit the website at <http://microweb.nova.edu/>.

### **Distance Learning Programs**

The SHSS distance learning programs employ an optimal combination of dynamic learning models and flexible interactive media. Students can participate in courses via the Internet from anywhere in the world. Students are provided NSU computer accounts but must obtain their own Internet service providers.

Online DCAR students are required to attend two Residential Institutes (RIs) per academic year, each one week long. Currently, the RIs are held in February and October. The RI helps online students build a learning community. During the RIs, students participate in experiential exercises, role-plays, group simulations, guest speaker presentations, panel discussions, career development seminars, poster presentations, social events, and much more. There is also time allotted for faculty advising and student academic reviews.

Online media and interactive methods are used throughout the instructional sequence, such as WebCT, distance library services, electronic library, plus a range of online activities that facilitate frequent student to faculty, and student to student interaction. Online activities include real-time and/or asynchronized forums using threaded bulletin boards, chatrooms, email, and electronic classroom sessions. NSU offers extensive distance and electronic library services. For more information, visit the website at <http://www.nova.edu/library/>.



## ABOUT OUR INTERDISCIPLINARY FIELDS OF STUDY

### **Conflict Analysis & Resolution**

The Department of Conflict Analysis & Resolution (DCAR) is committed to academic excellence, cultural diversity, social responsibility, and reflective practice in the fields of peacemaking and conflict resolution. We focus on the study, practice, and research of conflict resolution to support improved social relations among individuals, groups, organizations, and nations. The department explores a variety of conflict resolution methods, wherein parties achieve constructive agreements based on the principles of nonviolence, equity, dignity, and appreciation for human diversity. The department serves as an academic catalyst for applied research, theoretical development, and the use of culturally informed techniques in cross-cultural applications of conflict assessment and intervention. We take a learner-centered approach to the study of peacemaking and conflict resolution, and encourage mid-career learners to define and shape their intellectual and practice paths in a creative, rigorous, and structured fashion. The academic environment in the department is interdisciplinary, dynamic, and innovative, utilizing faculty expertise, student experience, learning technologies, and practitioners who are knowledgeable in conflict resolution skills and techniques.

### **Family Therapy**

The Department of Family Therapy (DFT) is committed to creating top quality graduates who possess expertise in the art and science of human relationships. All faculty and staff are committed to creating an environment that allows for positive, respectful, and collaborative relationships with our students. Within such an atmosphere, students learn to manage human relationships in a variety of contexts, which include psychotherapy, health care, social service, education, community, and business. The department is committed to both academic and clinical excellence. Students receive closely supervised clinical experience at our own family therapy clinic and additional "real life" clinical experiences off campus at a variety of community based internship sites. A major focus of the program is helping students learn to integrate systemically oriented theories with effective approaches to clinical practice. This integration involves the proactive involvement of faculty with students in co-creating an environment of intellectual openness and curiosity. We are proud to have a diverse student body to go along with a broad range of active faculty interests. These mutually renewing intellectual resources create a learning community of constant excitement and innovation.

### **Cross-disciplinary Studies**

The M.A. in Cross-disciplinary Studies (MACS) has a self-designed structure which allows students to take charge of their graduate learning and choose to pursue those courses that have meaning to their professional aspirations. MACS can bolster one's current professional identity by building upon specific areas of expertise, or can provide the knowledge base to enter a new field. MACS makes it possible for students to combine their interest in separate fields, for example in medical research and the environment, giving students the opportunity to build expertise in both fields at the same time.

### **College Student Affairs**

The M.S. in College Student Affairs (CSA) prepares students for many professions related to Student Affairs in college, university, and community settings. We focus on training Student Affairs professionals who take a humanistic, learner-centered approach in their work as change agents within a university and the larger society. The program explores important topics in the field of Student Affairs such as conflict resolution, diversity, student development, student leadership, student support systems, student services,

judicial affairs, administration, on-campus and campus life, Greek affairs, peer counseling, and crisis intervention, to name a few. Students examine the current trends and historical approaches in higher education, as well as future needs for effective student affairs practices in the 21<sup>st</sup> century. In addition, students explore social and cultural issues that impact minority groups.

## ABOUT OUR DOCTORAL PROGRAMS

### Ph.D. in Conflict Analysis & Resolution

#### **Program Description**

The Ph.D. program in Conflict Analysis & Resolution trains students in the skills and techniques of practice, interdisciplinary research, policy and program development, historical critique, cultural analysis, and theoretical foundations of the field. The mission of the doctoral program is to advance the study and practice of conflict analysis and resolution by mentoring and developing practitioners trained in theory, practice, research, teaching, and informed leadership in the field. Students pursue an in-depth study in the field of conflict resolution while drawing from a variety of theoretical perspectives and the knowledge of an experienced, interdisciplinary faculty.

The 82-credit-hour degree program is designed to prepare graduate students for careers as advanced practitioners, college and university educators, researchers, theoreticians, consultants, program evaluators, and organization administrators. The Ph.D. program is offered in both residential and distance learning formats. These flexible formats allow mid-career working adults and those unable to attend the residential program, to study conflict resolution in a creative, rigorous, and structured fashion. The distance learning Ph.D. program is the only one in the fields of peacemaking and conflict resolution. Students enrolled in the distance learning program participate in Residential Institutes on the main campus twice per year, as well as online Web-based courses.

The Ph.D. program focuses on improving skills for reflective practice, understanding and mastering qualitative and quantitative research knowledge and analysis, developing professional leadership skills, and producing publications of quality and substance.

In addition to core courses, students pursue concentrations in the following areas:

- College Student Personnel Administration
- Conflict & Crisis Management
- Conflicts in Schools and School Systems
- Culture and Conflict
- Ethnicity/Nationalism Conflict
- Health Care Conflict Resolution
- International Conflict Resolution
- Organizational Conflict
- Peace Studies

#### **Program Formats**

The PhD program is offered in both residential and distance learning formats. These flexible formats allow mid-career working adults and those unable to attend the residential program, to study conflict resolution in a creative, rigorous, and structured fashion. Students enrolled in the distance learning program participate in Residential Institutes on the main campus twice per year, as well as online Web-based courses.

Students may enroll full or part time, taking six to nine credit hours per term. Students who attend full-time can expect to complete the program in 19 months. Part-time students will complete the program in 2 ½ years. Summer attendance is mandatory.

Students taking distance learning classes are required to attend two Residential Institutes (RI) per academic year. Each RI is 5 days. Currently the RIs are held in February and October. Please visit <http://shss.nova.edu/RI> for current information. New students may have an additional day at RI for the Graduate Student Seminar.

### **Faculty Mentors**

Each student upon enrollment in the program will be assigned a faculty mentor. The mentor acts as a guide to the student in terms of selection of electives and professional planning. The mentor should also be consulted for guidance in the event the student experiences difficulty in the program. After the student has been taking classes in the department, he/she may ask to be assigned to any other DCAR faculty member as a new mentor. This request should be made to the Program Coordinator. The Program Coordinator will attempt to honor the student's request to the extent possible while striving to maintain a consistent ratio between students and mentors.

### **Student Advising**

A student who wishes to seek advising regarding course selection or degree plan should consult with the Program Coordinator or the Practicum Coordinator. In addition to coordinating students' practicum experience, the Practicum Coordinator maintains and updates degree plans.

### **Degree Plans**

Below is a sample of a degree plan for a full-time student who begins their studies in Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

#### ***Degree Plan: 82 credits hours***

	<b>Fall (September)</b>	<b>Winter (January)</b>	<b>Summer (April)</b>
<b>Year 1</b>	CARD 5000: Foundations and Development of Conflict Resolution  CARD 5040: Human Factors  CARD 7110: Qualitative Research I	CARD 5100: Mediation Theory and Practice  CARD 7040: Theories of Conflict and Conflict Resolution I  CARD 7120: Qualitative Research II	CARD 6140: Facilitation Theory and Practice <b>(on-campus program)</b>  CARD 7020: Systems Design  CARD 7050: Theories of Conflict and Conflict Resolution II  CARD 7250: Public Policy <b>(online program)</b>  <b>Preliminary Review</b>
<b>Year 2</b>	CARD 6120: Culture and Conflict  CARD 6130: Practicum I  CARD 7090: Quantitative Research I	CARD 5140: Negotiation Theory and Practice  CARD 6160: Practicum II  CARD 7100: Quantitative Research II	CARD 66__: Elective  CARD 66__: Elective  CARD 66__: Elective <b>(online program)</b>  CARD 7250: Public Policy <b>(on-campus program)</b>
<b>Year 3</b>	CARD 6140: Facilitation Theory and Practice	CARD 66__: Elective	<b>Qualifying Examination</b>

	<b>(online program)</b>  CARD 66__: Elective  <b>(on-campus program)</b>  CARD 7500: Teaching and Training	CARD 7001: Doctoral Seminar (1 credit)  CARD 7510: Teaching and Training Practicum	CARD 7900: Dissertation**  **Upon successful completion of the Qualifying Exam, students will be registered for 3 dissertation credits per term. After 12 credits are completed, students will be registered for 1 credit of dissertation per term until the student successfully defends the dissertation.
--	--	--	---

## **Program Specifics**

### ***Practicum***

To complete the Ph.D in Conflict Analysis & Resolution, students must complete a total of 130 hours of practicum. Students are responsible for documenting their practicum hours, and must have these hours verified and signed by their on-site supervisor. The practicum experience is designed to provide students with an experiential opportunity to utilize conflict resolution methodology and theory within a diversity of professional settings. Students will have the opportunity to apply theoretical concepts within a practical framework.

Practicum I and II provide a community placement for the student to develop and refine practitioner skills. Using the Practicum experience, students have the opportunity to apply theoretical concepts within a practical framework under the supervision of an on-site supervisor. The Practicum Coordinator will work with students to establish a placement suited to their interests, if possible.

Practicum placements have been established in an array of settings, such as schools, prisons, court systems, parks, human services agencies, community organizations and corporations. Additionally, students are encouraged to explore and initiate a Practicum setting specific to their own individual interests. If a student finds an appropriate site, the Practicum Director will assist the student in calling the site and negotiating for a placement.

Additionally, the student will attend a Practicum class with course work and faculty supervision. The student must receive contractual approval from both the Practicum Director and the agency on-site supervisor before beginning the required Practicum hours. The student is responsible for documenting Practicum hours and receiving supervisor approval. The practice component of the student's Practicum is evaluated by the on-site supervisor each term; this evaluation is combined with the classroom performance and course requirements and converted into a final overall grade by the professor teaching the course.

Students are automatically covered by professional liability insurance provided by the University during their Practicum practice. This covers mediation and other specific activities.

Please consult the Department Chair and the Practicum Coordinator for detailed information. During each term and at every Residential Institute, one or more Practicum Advising sessions are scheduled. Students who have not yet registered for practicum courses are encouraged to attend one or more sessions. Students may also seek



individual in-person or telephonic appointments with the Practicum Coordinator for assistance with practicum placements.

Please visit <http://shss.nova.edu/Downloads/car.htm> for the Practicum Handbook and forms.

### **Examinations and Evaluations**

There are two program evaluations that students must pass in the course of their doctoral studies. Each is described in detail below.

#### ***I. Preliminary Review***

The Preliminary Review takes place after students' second term if full time, or after an accumulation of at least 12-15 credits if part time. In advance of the preliminary review, faculty meets to discuss student progress and evaluate students for continuance in the doctoral program. The materials used for this examination will be the faculty assessments of written course work and grade summary (supplied to the faculty by the staff) and a three- to five-page (double-spaced) self-evaluation submitted by the student at least one week in advance of the preliminary review meeting. This self-evaluation is designed to provide an in-depth accounting of the student's accomplishments and difficulties in the practice and academic areas of the program and a clear indication of plans for the forth-coming academic year. It must be typewritten and free of errors.

The preliminary review meeting is an approximately 30 minute discussion between the student and one or two faculty members. Successes and challenges will be discussed. During these discussions faculty will review grades and any other relevant behavioral or performance based issues related to all students in consultation with the administrative staff. The focus of the preliminary review will require the student to present arguments, class materials, evaluations, papers, and any other relevant material in support of their continuance in the doctoral program. Students should come prepared to discuss what they have learned, how they are applying it in their work, dissertation preparation or relevant practice areas.

Students with a "C" in any class during the first year will remain on preliminary review status, and may be required to take additional classes such as writing or ESL, obtain a tutor, or take other remedial action. They must also work with the faculty to demonstrate evidence of progressive improvement during each successive term. Students with serious academic issues such as academic probation based on grades, poor writing, poor attendance or other serious issues, may be academically dismissed from the doctoral program as a result of this preliminary review

Students who have shown disruptive, hostile, dangerous or other questionable behavior during the first year will be confidentially counseled by their advisor, the department Chair, the Senior Director of Student Affairs, additional faculty as appropriate, and any other person deemed to be relevant to the discussion. This process may be initiated at any time, as needed. It need not wait until the preliminary review process.

Following the meeting, the review committee will make one of the following recommendations to the faculty as a whole:

- a) Pass review, effective immediately.
- b) Pass review, with faculty recommendations for changes.

**Please Note:** In order to obtain one of these recommendations, all grades must be B or higher, with no grades of incomplete. Courses with a grade C may have to be retaken, pending the recommendation of the committee.

- c) Repeat Preliminary Review, with continued enrollment contingent on the student satisfying one or more specified criteria in the course of a specified amount of time.
- d) Dismissal from doctoral program.

## **II. Qualifying Exam**

The qualifying examination is a written examination given after students have completed all the required course work, and before beginning dissertation hours. Successful completion of the qualifying examination is required to move to advanced standing and begin dissertation research. Doctoral Seminar, a one credit course offered in September and January help students prepare for the exam. In addition, some students find it helpful to form study groups. Students are encouraged to begin to prepare for the exam well in advance and to seek the guidance of their faculty mentor or proposed dissertation chair.

Qualifying exams are given two times per academic year, in January and June. The exam is available on-line and takes place over three weekdays, with one section per day. Students may take the examination on NSU's campus or anywhere else of their choosing. During each of the three days, students will be able to access the exam at a specific time and their answers will be due twenty-four hours later. Students may use whatever materials they choose, but are expected to work alone. They are expected to write the exam answers in their own words and to use appropriate citations when applicable. Exam answers will be submitted to Turnitin.com to check for proper citation.

The qualifying examination takes place over three days. The content areas covered during the qualifying exam are divided into three major categories:

- Theory (day one)
- Practice (day two)
- Research and methodology (day three)

Please visit <http://shss.nova.edu/Downloads/car.htm> to view practice questions for the qualifying examination.

Two faculty members grade each question. Students are assigned an examination number. Thus, faculty members do not know whose answers they are reviewing. Students' answers are evaluated on the substantive content, logical and coherent style, and relevant use of class and other academic material. Both reviewers must award a passing grade, in order for it to be deemed that the student passed each section. If one reviewer submits a passing grade and the other submits a failing grade, they will be asked to confer. If they subsequently concur, then the grade has been determined. If they do not agree, the chair shall appoint a third reviewer. The third reviewer's grade shall determine whether the student has passed or failed the section. Students may take the entire examination, or the parts that were failed a maximum of three times. However, students will be required to prepare and wait until the next examination is offered.

Following failure of a section or the entire exam, faculty may require that a student re-take a particular class, prepare a special written assignment, or other remedial tasks

before the exam can be taken for the second time. After three consecutive failures, the student will be dismissed from the doctoral program.

Following the successful completion of the qualifying examination, students register for dissertation credits and work on their dissertation proposal.

### **Dissertation**

#### ***Dissertation Chairs and Committees***

A dissertation committee for all on-campus and online students will be composed of three members. At least two members must come from the DCAR faculty. One committee member from outside DCAR can serve on the dissertation committee, with the approval of the committee chair and the department chair. The dissertation chair needs to be a member of the DCAR faculty. A student may have more than one outside member if methodological or substantive topical issues make such membership advisable. All members who are not DCAR faculty must have an earned doctorate degree (e.g. Ph.D., Psy.D., Ed.D., D.P.A.), and must provide copies of their credentials to the department. Dissertation committee members may not be from among the student's family members or close friends.

#### ***Dissertation Process and Components***

After students pass the qualifying examination, they then register for dissertation credits and are considered to be in dissertation status. At that time they formally work with their chair and committee on their dissertation proposal. In order to be registered for dissertation credits, a student must have handed in the appropriate forms to the Program Coordinator, including the chair selection form. These forms are available online in the Student Resources pages.

Prior to passing the exam, the department does permit students in good standing who have accrued at least 45 doctoral credits, to begin the process of selecting a committee. Students should begin by speaking with faculty members about the possibility of serving as their dissertation committee chair. Once a chair has been selected, the chair will guide the student in selecting other committee members. Prior to being registered for dissertation credits, the role of the chair and the committee is to provide guidance to the student in their selection of elective courses, research, and to guide them in their preparation for the qualifying exam. The chair and committee will direct the student in the appropriate readings necessary for the development of their literature review. The dissertation chair will also automatically become the student's faculty mentor.

#### ***Registering for Dissertation***

Students are required to complete 12 credits of dissertation. With the dissertation Chair's approval, the department registers dissertation students for three credits per term. If a student is still in progress after 12 credits, the department registers the student for 1 credit per term until the dissertation defense is approved. If, for some reason, the student cannot continue working on their dissertation, they must apply in writing for a leave of absence. If they request a leave for longer than a term, it may not be possible, upon their return, to continue with their original dissertation chair.

#### ***Dissertation Proposal***

The dissertation proposal will be defended by the doctoral candidate before their full dissertation committee. All committee members must agree that the proposal is ready for defense before the defense can be scheduled. Proposal defenses may be performed using any appropriate and relevant technology, depending on the location of committee members, and the student. The student is permitted to defend their proposal by being

present at SHSS in person, or via telephone or video conferencing. For the final dissertation defense, students are expected to be present at SHSS.

*Length:* The dissertation proposal will be 20-25 pages

*Sections:* Section order may vary, and individual students will make these decisions in consultation with their full dissertation committee. The following is a brief synopsis of what is expected in each section of the dissertation proposal:

**(1) Abstract:**

A succinct summary of the proposed study usually no longer than 5% of the total length of the narrative (e.g., if proposal is 5000 words – then abstract will not exceed 250 words). This section should highlight topic; major theories/concepts to be explored; proposed research questions/hypotheses, if qualitative study – tradition/genre; methods – sample, instruments, procedures; proposed data analysis methods; expected contribution to field (theoretical, praxis, methodology)

**(2) Introduction:**

Justification section (~ 2 pages). The first section of your prospectus concerns a justification for a program of research. It also offers the context or background to the study. The topic can concern a domain of behavior, a theory, or an important concept/phenomenon to be researched. The objective of this section is to offer a clear rationale for why the topic merits exploration over time in a sustained and systematic manner. Good reasons include social needs, cultural needs, introduction of a concept that is valuable for research, advancement of the field (That something has been understudied is not by itself a good reason.) Make certain to define relevant terms as necessary.

Goals: (~1-2 pages). The second section of the introduction should outline several goals that the student will accomplish in his or her research. The student should underscore why these goals are important as well. The student should begin by stating, "The first goal of this research is...."and so on. There can be a number of goals. There will generally be from 3 to 6 goals. The student should be very specific in outlining what his or her goals are and how they differ from goals underscored in past research.

**(3) Literature Review:**

Next, the student should present a review of literature and provide arguments for the exploration of research questions and/or hypotheses. The review will be state-of-the-art (that is, completely up-to-date at the time of proposal submission) and focus on the research that the student wishes to propose. Think of this review as a funnel, in which the student begins by broadly discussing the topic, becoming more and more specific and focused as he or she narrows down the idea.

Accordingly, this portion of the paper is not meant to be a review of individual papers. Rather, the review should synthesize what has been done to provide insight into the topic. While the student synthesizes past research he or she should think about building an argument for his or her own research. The student should discuss the strengths and weaknesses of past research while presenting an argument for the research choices. The review of literature should reflect a critical examination (stated explicitly in your paper) of past research.

Hypotheses, research questions, and/or thematic purposes for the paper should be explicitly pointed out in the paper. For example, hypotheses should be numbered systematically (H1, H2, H3, and RQ1, RQ2 and so on) and they should be placed in appropriate sections of the literature after the student has made a justification for them. If hypothesis or research questions are comparable they may be included in sets such as H1a: H1b or Q1a, Q1b. The student must make sure that he or she builds a good argument in the literature review for his or her questions, hypotheses, or thematic purposes before he or she presents them in this section. The student should provide a couple paragraphs above each hypothesis and/or research question to justify it.

Alternatively, the student can conclude the review of the literature with his or her research questions/hypotheses. The student would then begin this section with a sentence like the following: "Based on the above, the questions that will drive this study are..." After EACH question/hypothesis, the student must present the rationale for choosing the question to study.

#### **(4) Methodology:**

Next the student needs to present a description and critical examination of a type(s) of method(s) that have traditionally been used to investigate the topic the student is proposing to research. Here the student should not only discuss what types of methodologies have been used to examine the domain of behavior (or other) in related research, but also critique the strengths and weaknesses of methodologies that have previously been employed. The idea is to make a strong case for one's methodology. A solid methodology comes from learning about the types of methodologies that have been employed by researchers in previous work related to the topic. It is important that the student not only describes the methodology, but cite specific studies that have applied the methodology. For example, if the student is performing a phenomenological interview he or she should cite studies that have used this methodology and describe them. Students need to be very specific in this section.

Include all of the following relevant sections:

- *Sample* – what kind of sampling procedure, why chosen, who is in the sample, important selection criteria (e.g. age, gender, ethnicity, life experiences, location, etc.)
- *Instruments (data collection methods)* – e.g. surveys, semi-structured interviews, participant observations etc. Include information about the reliability/validity if it is known. It is also recommended to include a few sample questions in order to give the reader a sense of the instrument to be used. Explain why these instruments have been chosen – why are they relevant to the study?
- *Proposed Process/Procedures* – Give as detailed a description as possible concerning how the research will proceed. If this is a quantitative study, include Research Design (e.g. if this is an experiment, what kind; if this is a survey/correlation study – what is the design? Pre/post etc.)
- *Proposed data analysis methods* – How does one propose to analyze data? Be as specific as possible at this early date to lay out proposed ideas for analyzing raw data. For example, if this is a quantitative study, will analysis of variance be used, factor analysis, etc. If this is a qualitative study, will there be a content and thematic analysis etc. It is also suggested, for qualitative research proposals to provide a short example of how material might be analyzed.

Use the jargon that is specific to the methodology; however be very clear and define the terms you use.



Be very specific in discussing these sections by including a rationale for the choices made. For example, when a person states s/he will involve participants in the study...the immediate question is why? Based on past research and theory, the student should explain why he or she made the methodological choices you have. Everything must be justified...otherwise it is an opinion, which the student will not be able to defend during a dissertation defense or in a scholarly conference. The most important question that the student needs to address throughout the entire research project is "why." Specifically, why did the student make the choices he or she did? What are the sample, instruments, ideas or data analysis and how does the student support the choices he or she has made. Different criteria are involved with different forms of research, so the student should address these in his or her proposal.

***For example, criteria good scholarship in qualitative research includes:***

- Confirmability, through the use of pilot tests, reflexive journals and collecting recorded data
- Trustworthiness: A form of qualitative research validity, whereby research can be verified by participants in the study, other similar research...other examples apply
- Dependability, through the overlap of techniques and a use of an auditor
- Member-checking, in the form of an amendment phase for the participants
- Credibility, in the form of people from diverse backgrounds who are knowledgeable, and researcher's knowledge regarding the site through prolonged engagement in the field.

There are a number of standards used to evaluate qualitative research. The student should look at some of the following to learn about their options: Altheide & Johnson, 1994; Josselson & Lieblich, 2004; Kleinman, 1991; Kvale, 1996; Lincoln & Guba, 1985; Silverman, 1993; Spradley, 1979.

***Criteria for good research in quantitative research (in addition to reliability and validity) include:***

- Explanation: Can explain why a social phenomenon occurs
- Predictability: Can predict social behaviors in the future (however, please bear in mind that social science is very poor at this, as a rule)
- Control: Controls for extraneous and intervening variables/artifacts
- Generalizability: From the random sample we can generalize to the larger population
- Falsifiability: Ability to check whether findings can be falsified.
- Replicability: Methodology and data operations are transparent and can be replicated and performed by other researchers (a test for reliability).
- Validity: Accuracy, testing for what you want actually mean to test (there are many kinds of validities – please choose the ones relevant to your study)
- Reliability: Consistency in the findings & survey responses (there are many strategies for evaluating reliability; please choose the ones relevant to your study)
- Heuristic: Research is easy to understand and can be replicated
- Value neutral: Researcher does not contaminate the findings, the findings are external to the researcher and need to be objectively uncovered and analyzed

**There are criteria for good research in critical research; good research is:**

- Pragmatic: Practical & relevant to current social concerns
- In-Depth: Detail into a topic so that social injustices can be uncovered

- *Culturally appropriate: Describing cultural concepts accurately according to participant (emic) point of views*
- *Creates understanding: Critical research does not seek to predict, but rather to promote an understanding about a topic concerning a group of people*
- *Clarify values: Reveal what values are held and what has caused these views to be held.*
- *Connection with history: Reveals how history constructs reality, history explains the current social situation, & cannot understand without history*
- *Stimulates agreement: People begin to understand a social issue better*
- *Aims to change society: Promotes change, recognition, and empowerment*
- *Improves status quo: Betterment of lives and standards for particular populations*

**Note:** It is important for the student to take these criteria in consideration and discuss them as he or she is designing his or her research. For example, when the student selects an instrument (for quantitative research) in his or her methodology section it is important to report the reliability and validity of it in past research.

### **(5) Results or Analysis:**

Here the student will present a thorough description of the types of analysis he or she plans to perform in his or her research. Whether they are qualitative or quantitative analysis, the student should supply the reader with a detailed description of the types of analyses that will be performed. The student should organize this section of the paper around each research question and/ or hypothesis. That is each hypothesis or research question should be followed up with a detailed description of the analysis the student plans to perform. Here the student should discuss the ethical issues involved with the research as well.

Alternatively, include this in the above methodological section.

### **(6) Ethics and reflexivity section:**

If this is a qualitative or quantitative study, and the student is planning on carrying out a study on human subjects (i.e. the student does not plan on solely focusing on documents, written texts, etc.), the student should explain how to carry out an ethical study – e.g. how will the student assure that no harm will come to your participants as a result of your study; are there potential benefits – if so, what are they; will the participants receive some kind of payment for their participation (if yes, explain what and why this is necessary and how this will not lead to coercion to participate); place of participants in study; their roles in the research etc. If this is a qualitative study, then the student should discuss where he or she is in this research – discuss biases, prejudices, perspectives on life that may impact the work. The student should discuss how he or she plans to address these as the research is carried out. This section, like the above, is very specific to the student's proposed study.

### **(7) Expected contributions of the proposed research:**

The student should present an argument about what he or she expects to find after collecting data and why. Discuss the importance of the research and the expected contributions of the research. For the purpose of the proposal this section should be relatively short since the student will not have collected his or her data; however, in the dissertation project this may very well be one of the longer sections. The student would present a logical summary of why he or she found what he or she found as it relates to past research and according to the links made in the review of literature. Here the

student can also include a section that addresses the expected limitations and strengths of the research.

**(8) References** - Use APA or Chicago style. Be uniform in your choice throughout the text and throughout the reference list.

### **(9) Appendices**

In addition to the student's references, the student should include as appendices related materials as appropriate. Examples include the survey instrument (quantitative study) and sample interview questions (qualitative study).

*Students should refer to the Dissertation Guidelines for the format used in writing their dissertation.*

## **Doctorate of Philosophy (Ph.D.) in Family Therapy**

### **Mission Statement**

The SHSS Doctorate of Philosophy (Ph.D.) in Family Therapy program is committed to academic and clinical innovation and excellence, preparing students to become leaders in therapy, consultation, research, and teaching. In addition, the Ph.D. in family therapy offers high quality clinical services to the individuals, families, and others in the community. Applying a systemic (holistic and contextual) perspective to our teaching and clinical supervision, we focus on the relational strengths and resources of both students and clients.

### **Program Description**

The Ph.D. Program in Family Therapy prepares graduates for careers as professors, researchers, supervisors, and senior clinicians. The Ph.D. in Family Therapy at Nova Southeastern University is fully accredited with the:

Commission on Accreditation for Marriage and Family Therapy Education  
(COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT)  
112 South Alfred, Alexandria, VA 22314-3061  
(703) 838-9808; Fax: (703) 838-9805  
<http://www.aamft.org>

The program's accreditation will be reviewed in 2010.

The Ph.D. in Family Therapy is a 96-credit-hour program designed for individuals holding master's degrees who wish to fully grasp both the historical as well as cutting edge theory informing the current practice of family therapy. The program is also dedicated to understanding the relationship between theoretical ideas and the variety of established and emerging schools of family therapy. The program is designed to enhance students' clinical skills in order to make them top level practitioners, while at the same time demonstrating the place of qualitative and quantitative research in this pursuit. Graduates of the program should look forward to productive careers in academic, supervisory, clinic, and community based employment settings.

The Department of Family Therapy has full time faculty and supervisors that represent racial diversity as well as diversity in gender, age, and religion. Our part-time faculty and supervisors include cultural, gender, age, sexual orientation, and religious diversity. The student body of the masters and doctoral programs reflects the rich cultural diversity of South Florida as far as race, religion, gender, sexual orientation, and age.

The 96-credit-hour program integrates systemically oriented theory, clinical practice, qualitative, and quantitative research. The core curriculum includes:

- Four courses that explore the clinical contributions of three major systems paradigms: cybernetics, language-based, and natural systems. However, brief, interactional therapies such as MRI (Mental Research Institute), Solution-Focused approaches, Ericksonian hypnotherapy, and the Milan Associates receive the greatest exploration. Therapies based in narrative and intergenerational traditions are also covered.
- Four terms of continuous enrollment in clinical practica at the Brief Therapy Institute (BTI), the on-campus clinical facility. Teams of students (maximum of 6) meet weekly with a faculty member for live supervision of cases throughout the calendar year.
- Four classes in research methods, two quantitative and two qualitative, which provide comprehensive coverage of marriage and family therapy research, statistics, various research methodologies, and computer analysis and interpretation.
- Two theory courses, one devoted to the cybernetic systems ideas of Gregory Bateson, the other to the language-based systems (e.g, social constructionism, feminism, and postmodernism).
- One course in the supervision and teaching of family therapy. This class fulfills the didactic instruction component for AAMFT Approved Supervisor status.
- Clinical Internships designed to provide students with a supervised, full-time experience (at least nine months duration) that emphasizes relationally-focused practice and/or research. The majority of students' course requirements must be completed before they can start their internship experience. They must also have successfully completed their clinical comprehensive examination (See below).

In keeping with the interdisciplinary philosophy of the School, students have the opportunity to take electives in various specialties, such as Family Systems Health Care, Peace Studies, and Conflict Analysis & Resolution. Additional courses may help students fulfill many of the course requirements for licensure in Florida (and other states) as a marriage and family therapist.

A student may choose to take more electives than are required. Elective courses at the doctoral level in the DCAR Department may be taken with the permission of the Department Chair. Other elective courses available to doctoral students within the Family Therapy Department are Academic Writing, Teaching and/or Supervision Practicum, Independent Study, and all courses in the Family Systems Health Care graduate certificate program. Other courses offered within the University may be considered for elective status pending approval from the Department Chair.

During the program, students may also fulfill the academic requirements for becoming a Clinical Member and Approved Supervisor in the American Association for Marriage and Family Therapy. The program's supervision course is approved for meeting the supervision course requirement for all AAMFT Approved Supervisors.

### **Program Formats**

The Ph.D. in Family Therapy is a 7 year program and offered residentially. Full-time enrollment is considered to be at least nine credit hours per term, including the summer. Part-time enrollment is also an option at any time throughout the program; however, students must be enrolled full-time for at least one term of didactic coursework (excluding dissertation). Once students begin their dissertation, they are considered full-time when registered for at least three credit hours per term. After taking 12 credit hours of dissertation, students may enroll in one dissertation credit hour per term and still be considered full time in the program. Students must continually be enrolled in classes in order to remain in the program. If a student cannot take classes due to unforeseen circumstances, they will need to apply for a Leave of Absence two weeks prior the start of a trimester. Students can only take up to three trimesters of Leave of Absence and remain active in the program. Students have a maximum of 7 years to complete their degree.

### **Degree Plan**

Below is a sample degree plan for full-time students who begin their studies in the Fall term. Degree plans will be developed during a student's first term and modified based on a student enrollment date and pace of study.

**Ph.D. Degree Plan: 96 credit hours**

Fall	Winter	Summer
SFTD 5006 Introduction to Systems Theories	SFTD 5007 Research in Marital and Family Therapy	SFTD 7311 Human Sexuality and Gender
SFTD 5008 Introduction to Marital and Family Therapy	SFTD 5009 Theories of Marital and Family Therapy	SFTD 7302 Theories of Personality & Psychopathology
SFTD 5300 Legal, Ethical, and Professional Issues	SFTD 7313 Human Development and Individual/Group Psychotherapy	SFTD 7301 Assessment in Marital and Family Therapy
SFTD 5001 Doctoral Seminar I	SFTD 5002 Doctoral Seminar II	SFTD 5410 Quantitative Research I
SFTD 5010 Systemic Family Therapy I	SFTD 5020 Systemic Family Therapy II	SFTD 6200 Internal Practicum III
SFTD 5120 Thinking Systems	SFTD 5110 Language Systems	SFTD 6310 Supervision and Teaching
SFTD 6200 Internal Practicum I	SFTD 6200 Internal Practicum II	<b>SFTD 6600 Preliminary Examination (check with program office)</b>
SFTD 6520 Diversity in Human and Family Development	[ <i>Elective: Academic Writing</i> ]	
SFTD 5003 Doctoral Seminar III	SFTD 5040 Systemic Family Therapy IV	SFTD 7350 Qualitative Research II
SFTD 5030 Systemic Family Therapy III	SFTD 6430 Qualitative Research I	[ <i>Elective: SFTD 6560 Couples' Therapy</i> ]
SFTD 6200 Internal Practicum IV	SFTD 6530 Family Therapy Topics	<b>SFTD 6800 Substantive Qualifying Examination</b>
SFTD 6410 Quantitative Research II	<b>SFTD 6700 Clinical Qualifying Examination</b>	<b>SFTD 6850 Research Qualifying Examination</b>
SFTD 6320 Supervision Practicum and/or SFTD 7360 Teaching Practicum		
SFTD 7410 Clinical Internship SFTD 6900 Dissertation	SFTD 7410 Clinical Internship SFTD 6900 Dissertation	SFTD 7410 Clinical Internship SFTD 6900 Dissertation <b>Dissertation Proposal Defense</b>
SFTD 6900 Dissertation <b>Dissertation Final Defense</b>		<b>Graduation and Celebration</b>

### **Program Specifics**

#### **Prerequisites**

Before entering the program, all students must document at least two graduate level three-credit-hour courses covering basic family therapy concepts, as well as one course on human development and individual and group psychotherapy. Any student who has not had these courses or their equivalent must initially take and pass, as leveling courses, the following courses:

- SFTD 5008: Introduction to Marital and Family Therapy
- SFTD 5009: Theories of Marital and Family Therapy
- SFTD 7313: Human Development and Individual/Group Psychotherapy

Students may also take the following course to meet licensure requirements

- SFTD 5311: Substance Abuse/Addictions and Critical Issues in Systems Theory

**Leveling courses must be completed prior to being fully admitted into the program and prior to taking the Preliminary Exam.** These credit hours do not count toward the 96 credit hour degree requirement. Students completing their leveling courses are considered pre-doctoral level students.

Before entering a practicum students are required to complete Introduction to Systems Theories, Introduction to Marriage and Family Therapy, and Legal, Ethical, and Professional Issues courses, **along with background check, fingerprinting, two HIPAA certificates, CITI: Course in the Protection of Human Subjects**, and be fully informed on the policies and procedures at the Brief Therapy Institute. Information on these requirements is part of **pre-admission and obtained** through NSU and WebCT.

#### **Practicum**

Details regarding clinical practicum and the Department's Family Therapy Clinic at the Brief Therapy Institute (BTI) are available in the Policies and Procedures Manual of the Brief Therapy Institute, available from the BTI main office and at <http://shss.nova.edu/Downloads/mft.htm>.

Nova Southeastern University and the Department of Family Therapy require that all students complete the HIPAA course requirements found on WebCT before seeing clients in the clinic. Once registered for courses in the program, students will have access to WebCT, an online component for each course. The two HIPAA certificate modules will be uploaded there for completion. Students are required to provide the Internship Coordinator with copies of their completed HIPAA certificates.

Students progress through the four Practica is assessed each term in terms of a set of skills (described below) considered necessary for the successful practice of family therapy. These criteria are divided into three levels of increasing sophistication. A student's demonstration of these skills is assessed on a five point scale. A "5" on an item means a student consistently demonstrated the described behavior or skill. A "4" means a student often demonstrated the described behavior or skill. A "3" means that a student inconsistently demonstrated the described behavior or skill. A "2" means a student seldom demonstrated the described behavior or skill. A "1" means a student never demonstrated the described behavior or skill. The practicum grade is determined in the following way:

A = no more than five 4s; nothing below 4

B = more than five 4s and/or up to two 3s; nothing below 3

C = more than two 3s and/or up to two 2s; nothing below 2  
D = more than two 2s and/or up to two 1s  
F = more than two 1s

Students in Internal Practica I-IV enroll for 3 credit hours of practicum per term and receive 1 hour of live supervision per week from a faculty member (working with a team). Students at level I (Practicum I and II) must be able to consistently:

1. Introduce themselves and the clinic (policies, procedures, videotaping, etc.) to clients in a warm and professional manner.
2. Follow clinic policy (paperwork, follow-up, confidentiality, legal, and/or referral issues, etc.).
3. Conduct themselves in a professional and effective manner (attendance, punctuality, presentation of self).
4. Maintain an active caseload.
5. Sensitively vary voice (tone, volume, rate, inflection) and non-verbal behavior (posture, gestures, facial expressions) to connect with clients.
6. Empathically communicate an understanding of, and respect for, the experience of clients.
7. Ask questions in a conversational and interactive (as opposed to interrogational) way.
8. Avoid offering simplistic advice and personal opinions.
9. Limit self-disclosure to occasions of therapeutic utility.
10. Explore client stories with curiosity and demonstrate patience in developing possible interventions.
11. Attend to larger-system issues and access appropriate resources for clients.
12. Deliver supervisor/team communications with poise and sensitivity.
13. Actively solicit and implement supervision as an opportunity for learning, regardless of model.
14. Challenge their own premises and biases and expand their awareness and appreciation of cultural, gender, spiritual, and sexual diversity.
15. Actively participate in practicum, offering and requesting constructive feedback, when appropriate.
16. Demonstrate an understanding of, and respect for, multiple perspectives (clients, team, supervisor).
17. Conceptualize and describe client conundrums in systemic, non-pathologizing ways.

Students at level II (Practicum III) begin to work more independently. In addition to the above, these students must be able to consistently:

1. Maintain caseload of at least one case outside the formal practicum experience.
2. Seek and utilize supervision appropriately.
3. Assume an active role in managing all team cases.
4. Develop and utilize effective methods of peer supervision.
5. Receive and utilize peer supervision.
6. Negotiate team differences and conflicts in a way that builds and maintains team coherence and clinical effectiveness.
7. Develop and maintain themes across sessions.
8. Spontaneously generate relational questions and comments in the therapy room.
9. Distinguish relevant information—in relation to model, client(s), goals, previous sessions, etc.—and organize the conversation accordingly.
10. Weave supervisor/team communications into the conversation in a smooth manner.



11. Contribute systemic ideas to team discussions.
12. Appropriately generalize from supervision on a particular case to other analogous situations.
13. Discuss and describe cases concisely within a systemic framework.
14. Require less detailed direction from the supervisor.
15. Identify what they wish to obtain from supervision.

Students at level III (Practicum IV) must be able to integrate the skills necessary in levels one and two in a smooth and compelling manner. In addition, they must be able to consistently:

1. Demonstrate professional and competent clinical handling of cases, including appropriate transfer/referral
2. Take calculated risks to expand their interpersonal repertoire (with humor, creativity, play, etc.).
3. Handle unexpected and crisis situations with poise and skill.
4. Describe cases and interact with clients using a variety of therapeutic models.
5. Move toward a collegial relationship with supervisors.
6. Articulate a coherent therapeutic orientation.
7. Demonstrate their orientation in practice (in team discussions, invention of ideas and/or interventions, delivery of ideas, etc.).

### ***Client Contact Hours***

In order to graduate, all students must document that they have a minimum of 1000 hours of appropriately supervised direct client contact hours. At least 500 of the 1000 required hours must be with couples and/or families present in the room.

Doctoral students who can document that their previous supervised clinical practice is comparable to that which would be received in a COAMFTE accredited program may petition the program to waive some or all of the required 1000 direct client contact hours. *However, waiving all or part of this client contact hour requirement does not release a student from completing all of the practicum or internship requirements of the program.* In order for a waiver request to be approved, the student must also provide a copy of their supervisor's vita or credentials. In order for their supervision to count, these credentials must indicate that the previous supervisor is an AAMFT Approved Supervisor, is a licensed MFT, received training in MFT supervision, is an AAMFT clinical member, and is recognized by a state regulatory body as being an equivalent MFT supervisor.

If a waiver request is approved, students still must document 100 in-the-room client contact hours with individuals, couples, and/or families during their time as a student in the program before beginning clinical internship. At least half of these hours must be accrued at the Brief Therapy Institute (BTI) and practicum hours may be included in the total. In order to count, all direct client contact hours must be supervised by AAMFT approved or state equivalent supervisors, who will sign and document that the hours submitted are accurate. Students must follow all BTI policies and procedures.

Documentation must include the date, type of session (i.e., family, couple, or individual), length, and location of each session. Students must have access to case notes for all sessions listed. The necessary forms may be obtained from the program office or online. Students must submit their completed forms to the Internship Coordinator at the end of each term so that their file remains updated. ***Students must submit the ORIGINAL of the completed forms with all hours totaled, signatures (supervisor's signature***

***signed in blue) to the Internship Coordinator. Students MUST keep a copy of all completed and signed forms during their entire program.***

***Practicum Confidentiality and Other Considerations (DVDs)***

Clients seen at BTI sign a Therapy Agreement that gives student clinicians permission to record sessions for educational purposes. BTI provides students with the necessary materials to record their sessions. Students may not use their own DVDs for recording sessions and all recordings must remain on the premises to ensure confidentiality. Viewing rooms are available at BTI for students to watch their own work; they may not view another therapist's work without his or her prior written consent submitted to the BTI Clinic Director for final approval. If students wish to show a recorded session in a class, or use them for their Clinical Qualifying Exam, they may sign them out for a specified amount of time. This must be coordinated through the BTI Clinic Director.

If students wish to write about a case seen at BTI and need to transcribe the sessions, they may schedule times in the editing suite through the Clinic Director. No identifying client information can appear on transcripts or written materials.

If students wish to show a recorded session to a professional audience outside of NSU, they must re-contact the clients seen on the DVD, explain to them what they intend to do, and obtain a release signed by them in advance of the presentation.

DVDs will be supplied to students. All DVDs assigned during a student's time at BTI must be turned in to the practicum supervisor at the end of each practicum session for storage.

**Concentration in Family Systems Health Care**

Students in the Ph.D. program in Family Therapy may choose to pursue a concentration in Family Systems Health Care. The concentration focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. Students are taught the basics of biopsychosocial theory, practice, and collaboration. The program prepares professionals to offer family therapy in a variety of medical settings, including private practices, hospitals, community clinics, primary care/specialists' offices, and hospices.

Students in the Family Systems Health Care concentration program have ample opportunities to gain practical expertise through classroom learning and hands-on clinical, research, teaching, and service experiences. Specific areas of study include: adjustment patterns of clients and their families to chronic and acute illnesses; models of collaboration between medical family therapists and other health care professionals; the role of medical family therapists in the continuum of medical services; the politics and economics of health care; understanding human systems in health care; and brief interventions and systemic assessments useful in the treatment and care of patients and their families. Additionally, the program emphasizes professional development by assisting students in strengthening their personal qualities necessary for successful participation in the medical milieu.

The student's growth as a reflective practitioner is encouraged through clinical research in physician/client/therapist/family communication, adjustments to acute, chronic, or terminal illness, social effects and ethical dilemmas of new medical technologies, and other issues that transcend historical distinctions between physical treatment and psychosocial interventions. Program faculty and students cooperate to publish research findings and clinical experiences. Also, faculty and students of the program contribute to

the growth of Family Systems Health Care and medical family therapy by supporting and participating in groups like the Collaborative Family Health Care Coalition, the Society of Teachers of Family Medicine, and others.

In addition to degree requirements, students must complete the following coursework to receive a Concentration in Family Systems Health Care:

- FSHC 5000 – Family Systems Health Care I
- FSHC 5010 - Family Systems Health Care II
- FSHC 5100 - Practicum I in Family Systems Health Care\*
- FSHC 5110 - Practicum II in Family Systems Health Care\*
- FSHC 5300 – Integration and Collaboration Among Health Care Systems
- FSHC 5500 - Politics and Economics of Health Care
- FSHC 6400 - Understanding Human Systems in Health Care Settings

\* Students may choose to do their clinical internship in a medical setting to obtain the required 100 hours of face-to-face client contact for this concentration.

### **Examinations and Evaluations**

There are two levels of formal assessment that students must pass in the course of their studies. The first is the preliminary examination and the second is a series of qualifying examinations. Each is described in detail below.

Admission into the program is provisional until a student passes the Preliminary Examination. To be eligible students must have completed all leveling courses, be fully admitted into the doctoral program, taken a full course load, and have completed and passed at least two trimesters of Internal Practica to submit their preliminary exam. This exam entails a formal assessment by the faculty of a student's progress in the program. Students register, at no cost, for the Preliminary Examination, generally during their third term in the program.

The self-evaluation should provide an in-depth accounting of the student's accomplishments as well as any difficulties in the clinical and academic areas of the program. It should also include a clear indication of the student's plans and aspirations for the following year. It must be a minimum of five pages, typed, double spaced, free of errors, including spell checking, and adhere to the latest edition of the APA writing guidelines.

The student is required to submit all practicum evaluations (minimum of two), graded papers for all courses, minimum of six courses, with comments and writing assessments, and any other information they may wish to be considered, such as publications, research studies, etc. In addition, the faculty will consider the student's grades and all evaluation criteria as described in the catalog.

*Ten copies, one for each faculty, of all data must be submitted to the Program Coordinator by Thursday at 5 p. m. of the 6<sup>th</sup> week of the term to the Program Coordinator. An electronic (CD) copy is also submitted as part of the student's permanent file.*

***Please Note:*** *In order to obtain one of these recommendations, all grades must be a B or higher, with no grades of incomplete, the student can not be on a Leave of Absence, and must have completed at least two Internal Practica. Courses with a grade C may need to be retaken, pending the recommendation of the faculty.*

Students will be notified by the Department Chair of their score based on the following criteria:

1. Pass preliminary review effective immediately.
2. Pass review with faculty recommendations for changes.
3. Repeat Preliminary exam with continued enrollment contingent on the student satisfying one or more specified criteria in the course of a specified amount of time.
4. Dismissal from the doctoral program.

Students will be informed of the faculty decision in writing. If additional information or a meeting between the student and Department Chair and/or faculty is requested, the meeting will be held within two weeks of notification of the student scores. Students have the right to appeal any such faculty decisions. See the section on Student Appeals for procedural information.

## ***II. Qualifying Exams***

There are three components to the Qualifying Examination Process.

1. Clinical Qualifying Exam
2. Research Competency Assessment
3. Substantive Qualifying Submission

Each qualifying examination is intended to address major training and academic goals of the program. The Qualifying Examinations each represent a capstone experience for students preparing for their dissertation work. Successful completion of each of these exams indicates that the student has demonstrated increased readiness to undertake and complete increasingly sophisticated projects which requires of them independence of thought and motivation. Thus, the exams are intended to assess a student's overall level of professional development and independence in terms of research and writing skills, conceptual/theoretical sophistication, and clinical expertise. Students contact the Program Coordinator to register for each Qualifying Examination in the appropriate semester. *There is no cost for taking these exams.* The three exams are described in detail below.

### **1. Clinical Qualifying Exam**

Students are required to deliver a formal presentation of their clinical work to a committee of family therapy faculty members during March of their second year in the program. To be eligible to register for the Clinical Qualifying Exam, students must have completed and successfully passed their four Internal Practica. This Clinical Qualifying Exam should not exceed 90 minutes (including time for questions). It is intended for students to provide an opportunity to demonstrate their clinical competence and creativity, theoretical clarity, and clear integration of clinical and theoretical concepts and should be viewed as the culmination of the live supervised practicum sequence.

The Clinical Qualifying Exam offers students a forum for developing a professional clinical presentation similar to that which might be expected in a job interview situation. Successful completion of this exam indicates the faculty's belief that the student is clinically prepared to perform successfully in real life situations and in outside clinical settings. It is expected that students will conduct themselves in a professional and collegial manner in the preparation of both their written and oral materials. Care should

be taken regarding appropriate dress, professional demeanor, clarity of presentation, and respect for clients and colleagues.

An edited video clip of the student's work must be included in the presentation. This means that specific, brief segments of a session must be selected and edited onto a master DVD to create a polished, succinct overview of a case. Students may schedule time in the editing suite through the Clinic Director to produce their final DVD. The recorded session should be of high quality, both technically and clinically. In any professional setting poor recordings will detract significantly from the presentation, and thus the case for evaluation. The video is to be used in a focused way to demonstrate clinical skills and to allow the audience to understand the progression of a case from beginning to end. The presentation should clearly show how the student's clinical work is consistent with the stated theoretical approach and understanding the theory of change. While it is not necessary that all of the recorded segments are examples of clinical "magic moments," clinical effectiveness and theoretical understanding should be apparent throughout.

The clinical case may be selected from a student's work at BTI or at an off-campus setting, but is limited to work completed during the time a student is supervised in the doctoral program. If an off-campus based case is selected, the student must secure the appropriate releases in order to use the session tapes for educational and training purposes. Practicum cases may be used; however, the student must first consult with the practicum instructor who supervised the case. In such cases it is important for students to focus on their own clinical work rather than on a supervisor's work. Clearly, the work of the entire team will be represented, and as such, the student should acknowledge this during the presentation. However, selected segments should focus on the student's work in the room.

Faculty also encourage inclusion of client voices in the presentation; this could take the form of follow-up interviews (video if possible), letter writing, or video segments of the clients' active participation in co-directing the therapy. Thus, students are not expected to simply show evidence of their own interventions or "expertise." Rather, the presentations should demonstrate a student's ability to work relationally and involve clients in the process of therapy. In this spirit, if a student uses practicum cases, they are encouraged to consult with, and perhaps interview, colleagues who served on the team during the case, as they may have invaluable input in the development of the presentation.

Students may request feedback from faculty on ideas for their presentation and may certainly discuss with the faculty cases they are considering for their Clinical Qualifying Exam. However, faculty members may not assist students with any aspect of preparing the video or scripting the presentation. Students will provide a concise, clear, and referenced handout (to be given to all audience members) that briefly describes the case to be presented, the focus of each of the video segments, and the clinical and theoretical influences on their work. The rationale guiding the clinical work should be included, allowing audience members to follow the presentation clearly. All identifying material about clients should be disguised and transcript materials distributed at the exam must be re-collected by the presenter when finished to ensure confidentiality.

Because faculty views this as an opportunity for students to demonstrate growth and development as a clinician within this program's community, the presentation will be open to all NSU family therapy faculty and doctoral students. All doctoral students are encouraged to attend in order to both show their support and to contribute to the

professional conversations that will result. Given the clinical (and thus confidential) nature of the presentation, students may not invite family members or friends outside the program.

Students will present for a *maximum* of one hour. Video segments should contribute no more than 20 minutes of this time and should be selected carefully to represent specific points. Lengthy, content-based segments should not be shown. The presentation should focus on the progression of the case and the clinical work itself rather than on ancillary details about the family. After one hour, a member of the faculty committee will moderate a 30-minute question and answer session. At the end of this discussion, the student and all audience members will be dismissed. The faculty will each complete an evaluation of the student's performance, including numerical ratings on specific criteria and narrative comments (see below). The Department Chair will inform the student of the results of their exam. The Clinical Qualifying Exam (and the Research and Substantive Exams) must be successfully passed in order for a student to register for dissertation credits.

The exam scores for each question are averaged across evaluators. To pass the Clinical Qualifying Exam, students must receive an average grade of "4" or higher (on a five-point scale) from their faculty committee on at least 6 of the criteria listed below. If students receive an average score of less than a "4" on any of the criteria, the faculty may recommend they complete remedial work. If students receive an average score of less than "4" on four or more of the criteria, less than "3" on three or more criteria, or a "1" on any criteria, they will be required to deliver a second presentation within 6 months. If students do not satisfactorily pass a second Clinical Qualifying Exam, they will not be allowed to continue in the program. The evaluation form can be viewed online.

### **Criteria for Evaluation of the Clinical Qualifying Exam**

- 1 Clear and concise presentation
- 2 Well-edited, high quality video (including audio)
- 3 Clear demonstration of clinical skills (joining; strong and effective relationship with client; respect for and use of client resources, both in and out of therapy room; good case management, where applicable)
- 4 Clear demonstration of theoretical clarity (evidence of how clinical skills are informed by theoretical perspective)
- 5 Continuity between video and oral presentation (clear contextualizing of video segments; coherent follow-up discussion of each segment)
- 6 Evidence of attention to ethical issues (as applicable)
- 7 Professional demeanor (dress; language; respect for audience and clients; effective handling of questions)
- 8 Useful and clear accompanying written material

## **2. Research Competency Assessment**

Each doctoral student is expected to possess a baseline level of research competencies by the completion of their research course sequence (SFTD 5007, SFTD 5410, SFTD 6410, SFTD 6430, and SFTD 7350). As a requirement to pass each of these courses, doctoral students must demonstrate that they possess, or can enact, certain core competencies in the conduct, development, interpretation, and application of quantitative and qualitative research conventions and practices. Overall, these core competencies, as specified by the Commission on Accreditation in Marriage and Family Therapy Education (COAMFTE) are a part of the core curriculum of the doctoral program. Students who complete the research course sequence (5

courses as outlined above) with a GPA of 3.0 or above will be said to have adequately demonstrated these research core competencies.

Students who fail to attain the cumulative 3.0 GPA or higher for the research course sequence will have the option to either a). retake one or more of the core course sequence courses in order to elevate their GPA to 3.0 or above, or b). request to be given a Research Comprehensive Examination.

A student who chooses to take a Research Comprehensive Examination must inform the Program Coordinator of their intention to do so no later than 3 weeks after they have completed the entire doctoral research course sequence. If a student requests to take the exam, it will be administered at 9:00 a.m. on the on last Monday in August, and it is due back in the office of the Program Coordinator no later than 5:00 p.m. the following Thursday.

The exam will consist of 4 specific questions based upon the student's having an accurate understanding of a quantitative marriage and family therapy related research article, 4 specific questions based upon the student's having an accurate understanding of a separate, qualitative marriage and family therapy related research article, and then a general overview and critique of a third research article that may be either quantitative, qualitative, or mixed methodology. For the 8 specific exam questions, each question is assigned a numerical assessment of 3 (excellent), 2 (adequate), or 1 (inadequate) by each of the faculty evaluators. Students must attain a cumulative average score of 16 or above to pass this part of the examination. The evaluation form can be viewed online. For the overall article critique, the student is evaluated simply on a pass / fail basis. The exam

If a student fails the Research Exam, he/she may retake it a second time. A re-examination is given 6 months after the initial exam, and it consists of the same examination format. If a student fails the exam twice, he/she will not be allowed to continue in the program.

### **3. Substantive Qualifying Submission**

This exam requires a student to write a publishable-quality paper on a topic that is relevant to the field of family therapy to an approved peer-reviewed journal. In order to register for the Substantive Qualifying Exam, students must have taken a majority of their coursework and be in good standing in the program. This paper is usually submitted during the summer of a student's second year. Students who are on academic probation must meet with the Department Chair and a faculty committee in order to determine whether they will be allowed to offer a submission. The paper must be submitted by the first day of business in July by 5 p.m. Late submissions will not be considered for the current academic year.

Once registered for the substantive qualifying submission, students are considered by the department and Financial Aid to be enrolled full-time in the program. Once students receive notice from the publisher of their submission,, a passing "P" grade will be officially noted on their transcript.

For the initial submission, students must follow the journal's guidelines and provide an electronic copy of the submission and the guidelines (including the review process) to the department's coordinator. Students should also include a copy of all initial submitted forms and a cover letter to the department declaring their submission. The cover should make reference to the title of the article that briefly describes the content and names a

particular juried family therapy journal for which it would be relevant. The Program Coordinator will keep the original letter and exam before distributing the unsigned copies to the faculty review committee. Additionally, students must keep the department abreast of the submission process. After making the initial submission and declaring the submission to the department, students may select a dissertation chair that will supervise the remaining submission process with the publisher and will, thus, become a co-author to the paper.

The text of the paper, exclusive of the title page, abstract, and references, may not exceed 25 pages. Papers, which must follow stylistic guidelines of the newest edition of the American Psychological Association Publication Manual (APA 5<sup>th</sup> ed.), may be case studies, research reports, theoretical essays, or professional issue position papers. If students write a case study or a research report, they must preserve, until the paper has passed the entire process, the data on which the work is based (e.g., videotapes, detailed case notes of clinical work, research protocols, transcripts), as well as the signed informed-consent forms of the participants. **Note:** Students must follow guidelines set by individual publishers.

### **Clinical and Research Internship**

An Internship of 9 to 12 months (3 consecutive trimesters) is designed to provide the student with a supervised full-time experience, emphasizing relationally focused practice and/or research. The majority of a student's course requirements must be completed before beginning the internship experience. Students must also have successfully completed their Clinical Qualifying Exam and have submitted their Substantive Qualifying Exam and passed their Research Competency Assessment.

The Clinical Internship is designed to provide students with a clinical experience to gain professional experience in the practice of marriage and family therapy. An AAMFT Approved Supervisor or the equivalent will supervise the intern's clinical work. Students are required to develop a clinical contract with their AAMFT Approved Supervisor and obtain approval prior to beginning at an internship site.

Students who have met their clinical hour requirements may choose to advance their research skills by developing a research internship.

The Research Internship is designed to provide students with an opportunity to further develop their research skills and knowledge of research projects, grants, and other available resources (i.e., working with faculty on research projects.) The Research Internship experience requires prior approval by the faculty member, Department Chair, and, if applicable, internship site.

The institution sponsoring the internship site(s) will have been in operation for at least two years. Internship site(s) will provide adequate facilities and equipment for the intern to carry out designated responsibilities. If students have an AAMFT Approved Supervisor on site to supervise their clinical hours, or need to obtain an outside AAMFT Approved Supervisor, they will register for 1 credit hour per term for a minimum of 3 terms; if students request supervision from a faculty AAMFT Approved Supervisor, they will register for 3 credit hours per term for a minimum of 3 terms. When taking one credit hour, students need to review their degree plan to ensure they will meet the required credit hours for their degree.



### **The Supervision and Teaching Course and Practicum**

Before taking Supervision and Teaching (SFTD 6310), students must have successfully passed Internal Practicum II (SFTD 6200). Students must obtain faculty approval for taking either Supervision Practicum (SFTD 6320) or Teaching Practicum (SFTD 7360). Typically, these Practica will entail assisting a faculty member in teaching or supervising a master's level course, though in some instances, helping with doctoral courses is possible.

To obtain permission to take either a supervision or teaching practicum, students should seek out the full-time faculty member they wish to work with and specify what capacity they would like to work with them. If the faculty member agrees to work with the student, the student should then write a brief note or email to the faculty member detailing what they have agreed on with a copy to the Department Chair for final approval. Such notice should be given well in advance of that term's registration period.

### **Dissertation**

Students must turn in two copies of their approved Substantive Qualifying Exams, along with the signature page before registering for Dissertation credits. Specific details about how students write their dissertation can be found in the school's Dissertation Guidelines, available online. Students may begin enrolling in dissertation credits once they have successfully passed their research competency assessment and the clinical and substantive qualifying exams. Students must take a minimum of three hours of dissertation credit per term. Three hours of dissertation credits is considered by the program to be full-time enrollment. Students must continually be registered for dissertation each term until they complete, successfully defend, and turn in their final bound document. This may entail taking more than the minimum of 12 dissertation credit hours stipulated in the catalog. If, for some reason, students cannot continue working on their dissertation, they must apply in writing to their dissertation chair and the Department Chair requesting a leave of absence. The Leave of Absence form is located online. If a student requests a leave for longer than one term or takes a second term-long leave, he/she may not be able, upon return, to continue with the dissertation chair with whom he/she had earlier been working. If a Leave of Absence is requested and approved, this does not extend the 7-year timeframe for completing the degree program. Students are required to adhere to the dissertation guidelines and timelines. The complete DFT Dissertation Guidelines can be found online at <http://shss.nova.edu/Downloads/mft.htm>.

### **Individual Supervision for State Licensure or AAMFT**

There may be occasions after the completion of formal course work when doctoral students wish to seek private, individual clinical supervision from a member of the faculty. Before approaching a faculty member with such a request, students must have already successfully completed all required practica and have successfully passed all qualifying exams. Since such supervision is not considered part of the curriculum, the contract between the student and the supervisor, including frequency of meetings, responsibilities, and costs, will be settled privately. The department stipulates that faculty members may not provide private clinical supervision for students whose dissertations they are chairing or serving as committee members or readers on. The Department has developed an affiliation agreement with the Family Solutions Institute to provide our students the licensure exam review course on main campus two times per year at a reduced fee. This collaboration supports our students and alumni in becoming licensed and working in the MFT field.

\*The catalog is periodically updated online.

## Doctor of Marriage and Family Therapy (DMFT)

### **Mission Statement**

The SHSS Doctor of Marriage and Family Therapy DMFT program is committed to academic and clinical innovation and excellence, preparing students to become proficient practitioners in therapeutic, and business arenas. Students receive comprehensive clinical supervision and mentoring that prepares them clinically to meet the needs of diverse populations including the global community. Applying a systemic perspective to teaching and supervision, we focus on the relational strengths and resources of students and clients.

### **Program Description**

The Doctorate in Marriage and Family Therapy (DMFT) is a practitioner oriented terminal degree. The primary emphasis of the DMFT degree program is different from the Ph.D. program in that it seeks specifically to produce professionals whose chief contributions will be in the clinical rather than academic sphere. Still, there is a great deal of overlap in the core curriculum between the two programs.

The DMFT is a 96-credit-hour program designed for individuals holding master's degrees that prepares graduates for careers as private practitioners, agency administrators, clinical supervisors, and senior clinicians. The DMFT program is designed to expand and enhance a student's existing clinical skills in order to make them top level practitioners, while at the same time demonstrating the place of program/clinical research in this pursuit.

To this end, the DMFT degree requires students to complete an Applied Clinical Project (APC) rather than a dissertation. The APC requires a student to conceive, propose, implement, and evaluate the effectiveness of a particular clinical program under the supervision of a faculty member. The program should be grounded in a systems based approach to family psychotherapy, but may include large educational and/or consultation components.

Also, the DMFT program is separate from the Ph.D. program in that it is not a Candidate for COAMFTE accreditation. As the DMFT program does not have a specific dissertation requirement, it is not eligible for consideration as a COAMFTE accredited program. This means that graduates of the DMFT program will have to apply for AAMFT Clinical membership using the standard track requirements of eligibility.

The Department of Family Therapy has full time faculty and supervisors that represent racial diversity as well as diversity in gender, age, and religion. Our part-time faculty and supervisors include cultural, gender, age, sexual orientation, and religious diversity. The student body of the masters and doctoral programs reflects the rich cultural diversity of South Florida as far as race, religion, gender, sexual orientation, and age.

The 96-credit-hour program integrates systemically oriented theory, clinical practice, qualitative, and quantitative research. The core curriculum includes:

- Four courses that explore the clinical contributions of three major systems paradigms: cybernetics, language-based, and natural systems. However, brief, interactional therapies such as MRI (Mental Research Institute), Solution-Focused

approaches, Ericksonian hypnotherapy, and the Milan Associates receive the greatest exploration. Therapies based in narrative and intergenerational traditions are also covered.

- Four terms of continuous enrollment in clinical Practica at the Brief Therapy Institute (BTI), the on-campus clinical facility. Teams of students meet weekly with a faculty member for live supervision of cases at BTI throughout the calendar year. Two terms enrolled in External Practica, where students have the opportunity to gain clinical experiences in real-life settings outside of the University.
- Two classes in research methods, one quantitative and one qualitative, These provide an overview of the basics of marriage and family therapy research, statistics, clinical research methodologies, qualitative approaches to clinical research, and program evaluation techniques.
- Two theory courses, one devoted to the cybernetic systems ideas of Gregory Bateson, the other to the language-based systems (e.g, social constructionism, feminism, and postmodernism).
- One course in the supervision and teaching of family therapy. This course fulfills the didactic instruction component for AAMFT Approved Supervisor status.

In keeping with the interdisciplinary philosophy of the School, students have the opportunity to take electives in various specialties, such as Family Systems Health Care, Peace Studies, and Conflict Analysis & Resolution. Additional courses may help students fulfill many of the course requirements for licensure in Florida (and other states) as a marriage and family therapist.

A student may choose to take more electives than are required. Elective courses at the doctoral level in the DCAR Department may be taken with the permission of the Department Chair. Other elective courses available to doctoral students within the Family Therapy department are Academic Writing, Teaching and/or Supervision Practicum, Independent Study, and all courses in the Family Systems Health Care graduate certificate program. Other courses offered within the University may be considered for elective status pending approval from the Department Chair.

During the program, students may also fulfill the academic requirements for becoming a Clinical Member and Approved Supervisor in the American Association for Marriage and Family Therapy. The program's supervision course is approved for meeting the supervision course requirement for all AAMFT Approved Supervisors.

### **Program Formats**

The DMFT is offered residually and takes a minimum of three years to complete the program. Full-time enrollment is considered to be at least nine credit hours per term, including the summer. Part-time enrollment is also an option at any time throughout the program taking a minimum of 6 credit hours; however, students must be enrolled full-time for at least one term of didactic coursework. Once students begin their Applied Clinical Project (ACP), they are considered full-time when registered for at least three credit hours per term. After taking 12 credit hours of ACP, students may enroll in one ACP credit hour per term and still be considered full time in the program. Students must be continually be enrolled in classes in order to remain in the program. If a student cannot take classes due to unforeseen circumstances, they will need to apply for a Leave of Absence.

### **Degree Plan**

Following is a sample degree plan for full-time students who begin their studies in Fall term. Degree plans will be developed during a student's first term and modified based on student enrollment date and pace of study.

**DMFT Degree Plan: 96 credit hours**

Fall	Winter	Summer
DMFT 5006 Introduction to Systems Theories	DMFT 5007 Research in Marital and Family Therapy	DMFT 7311 Human Sexuality and Gender
DMFT 5008 Introduction to Marital and Family Therapy	DMFT 5009 Theories of Marital and Family Therapy	DMFT 7302 Theories of Personality & Psychopathology
DMFT 5300 Legal, Ethical, and Professional Issues	DMFT 7313 Human Development and Individual/Group Psychotherapy	DMFT 7301 Assessment in Marital and Family Therapy
DMFT 5001 Doctoral Seminar I	DMFT 5002 Doctoral Seminar II	DMFT 5410 Quantitative Research I
DMFT 5010 Systemic Family Therapy I	DMFT 5020 Systemic Family Therapy II	DMFT 6200 Internal Practicum III
DMFT 5120 Thinking Systems	DMFT 5110 Language Systems	DMFT 6310 Supervision and Teaching
DMFT 6200 Internal Practicum I	DMFT 6200 Internal Practicum II	<b>SFTD 6600 Preliminary Examination (check with program office)</b>
DMFT 6520 Diversity in Human and Family Development	[SHSS 6620 Academic Writing]	
DMFT 5003 Doctoral Seminar III	DMFT 5040 Systemic Family Therapy IV	DMFT 6300 External Clinical Practicum
DMFT 5030 Systemic Family Therapy III	DMFT 6430 Qualitative Research I	DMFT 6300 External Clinical Practicum
DMFT 6200 Internal Practicum IV	DMFT 6530 Family Therapy Topics	[Elective: DMFT 6560 Couples' Therapy]
DMFT 6320 Supervision Practicum or DMFT 7360 Teaching Practicum	DMFT 5311 Substance Abuse/Addictions and Critical Issues in Systems Theories	2 Electives
	<b>DMFT 6700 Clinical Qualifying Examination</b>	<b>DMFT 6750 Course Comprehensive Examination</b>
DMFT 6950 Applied Clinical Project	DMFT 6950 Applied Clinical Project	DMFT 6950 Applied Clinical Project
DMFT 6950 Applied Clinical Project	<b>Applied Clinical Project Presentation</b>	<b>Graduation and Celebration</b>

## **Program Specifics**

### **Prerequisites**

Before entering the program, all students must document at least two graduate level three-credit-hour courses covering basic family therapy concepts, as well as one course on human development and individual and group psychotherapy. Any student who has not had these courses or their equivalent must initially take and pass, as leveling courses, the following courses in our master's program:

- DMFT 5008: Introduction to Marital and Family Therapy
- DMFT 5009: Theories of Marital and Family Therapy
- DMFT 7313: Human Development and Individual/Group Psychotherapy

**Leveling courses must be completed prior to being fully admitted into the program and prior to taking the Preliminary Exam.** These credit hours do not count toward the 96 credit hour degree requirement.

### **Practicum**

Details regarding Practica and the department clinic, the Brief Therapy Institute (BTI), are available in the Policies and Procedures Manual of the Brief Therapy Institute, available from the BTI main office.

Nova Southeastern University and the Department of Family Therapy require that all students complete the HIPAA course requirements found on WebCT before seeing clients in the clinic. Contact the Internship Coordinator for more information.

Students progress through the four Practica is assessed each term in terms of a set of skills (described below) considered necessary for the successful practice of family therapy. These criteria are divided into three levels of increasing sophistication. A student's demonstration of these skills is assessed on a five point scale. A "5" on an item means a student consistently demonstrated the described behavior or skill. A "4" means a student often demonstrated the described behavior or skill. A "3" means that a student inconsistently demonstrated the described behavior or skill. A "2" means a student seldom demonstrated the described behavior or skill. A "1" means a student never demonstrated the described behavior or skill. The practicum grade is determined in the following way:

- A = no more than five 4s; nothing below 4
- B = more than five 4s and/or up to two 3s; nothing below 3
- C = more than two 3s and/or up to two 2s; nothing below 2
- D = more than two 2s and/or up to two 1s
- F = more than two 1s

Students in Internal Practica I-IV enroll for 3 credit hours of practicum per term and receive 1 hour of live supervision per week from a faculty member (working with a team). Students at level I (Practica I and II) must be able to consistently:

1. Introduce themselves and the clinic (policies, procedures, videotaping, etc.) to clients in a warm and professional manner.
2. Follow clinic policy (paperwork, follow-up, confidentiality, legal, and/or referral issues, etc.).
3. Conduct themselves in a professional and effective manner (attendance, punctuality, presentation of self).

4. Maintain an active caseload.
5. Sensitively vary voice (tone, volume, rate, inflection) and non-verbal behavior (posture, gestures, facial expressions) to connect with clients.
6. Empathically communicate an understanding of, and respect for, the experience of clients.
7. Ask questions in a conversational and interactive (as opposed to interrogational) way.
8. Avoid offering simplistic advice and personal opinions.
9. Limit self-disclosure to occasions of therapeutic utility.
10. Explore client stories with curiosity and demonstrate patience in developing possible interventions.
11. Attend to larger-system issues and access appropriate resources for clients.
12. Deliver supervisor/team communications with poise and sensitivity.
13. Actively solicit and implement supervision as an opportunity for learning, regardless of model.
14. Challenge their own premises and biases and expand their awareness and appreciation of cultural, gender, spiritual, and sexual diversity.
15. Actively participate in practicum, offering and requesting constructive feedback, when appropriate.
16. Demonstrate an understanding of, and respect for, multiple perspectives (clients, team, supervisor).
17. Conceptualize and describe client conundrums in systemic, non-pathologizing ways.

Students at level II (Practicum III) begin to work more independently. In addition to the above, these students must be able to consistently:

1. Maintain caseload of at least one case outside the formal practicum experience.
2. Seek and utilize supervision appropriately.
3. Assume an active role in managing all team cases.
4. Develop and utilize effective methods of peer supervision.
5. Receive and utilize peer supervision.
6. Negotiate team differences and conflicts in a way that builds and maintains team coherence and clinical effectiveness.
7. Develop and maintain themes across sessions.
8. Spontaneously generate relational questions and comments in the therapy room.
9. Distinguish relevant information—in relation to model, client(s), goals, previous sessions, etc.—and organize the conversation accordingly.
10. Weave supervisor/team communications into the conversation in a smooth manner.
11. Contribute systemic ideas to team discussions.
12. Appropriately generalize from supervision on a particular case to other analogous situations.
13. Discuss and describe cases concisely within a systemic framework.
14. Require less detailed direction from the supervisor.
15. Identify what they wish to obtain from supervision.

Students at level III (Practicum IV) must be able to integrate the skills necessary in levels one and two in a smooth and compelling manner. In addition, they must be able to consistently:

1. Demonstrate professional and competent clinical handling of cases, including appropriate transfer/referral

2. Take calculated risks to expand their interpersonal repertoire (with humor, creativity, play, etc.).
3. Handle unexpected and crisis situations with poise and skill.
4. Describe cases and interact with clients using a variety of therapeutic models.
5. Move toward a collegial relationship with supervisors.
6. Articulate a coherent therapeutic orientation.
7. Demonstrate their orientation in practice (in team discussions, invention of ideas and/or interventions, delivery of ideas, etc.).

Students enrolled in External Practicum I and II are expected to operate at the levels described above in real world settings outside of the University environment and to be able to seamlessly integrate themselves into actual practice.

### **Client Contact Hours**

In order to graduate, all students must document that they have a minimum of 1000 hours of appropriately supervised direct client contact hours. At least 500 of the 1000 required hours must be with couples and/or families present in the room.

Doctoral students who can document that their previous supervised clinical practice is comparable to that which would be received in a COAMFTE accredited program may petition the program to waive some or all of the required 1000 direct client contact hours. *However, waiving all or part of this client contact hour requirement does not release a student from completing all of the practicum requirements of the program.* In order for a waiver request to be approved, the student must also provide a copy of their supervisor's vita or credentials. In order for their supervision to count, these credentials must indicate that the previous supervisor is an AAMFT Approved Supervisor, is a licensed MFT, received training in MFT supervision, is an AAMFT clinical member, and is recognized by a state regulatory body as being an equivalent MFT supervisor.

If a waiver request is approved, students still must document 100 in-the-room client contact hours with individuals, couples, and/or families during their time as a student in the program before beginning external practicum. At least half of these hours must be accrued at the Brief Therapy Institute (BTI) and practicum hours may be included in the total. In order to count, all direct client contact hours must be supervised by AAMFT approved or state equivalent supervisors, who will sign and document that the hours submitted are accurate. Students must follow all BTI policies and procedures.

Documentation must include the date, type of session (i.e., family, couple, or individual), length, and location of each session. Students must have access to case notes for all sessions listed. The necessary forms may be obtained program office or online. Students must submit their completed forms to the Internship Coordinator at the end of each term so that their file remains updated. Students must keep a copy of all completed and signed forms.

### **Practicum Confidentiality and Other Considerations (DVDs)**

Clients seen at BTI sign a Therapy Agreement that gives student clinicians permission to record sessions for educational purposes. BTI provides students with the necessary materials to record their sessions. Students may not use their own DVDs for recording sessions and all recordings must remain on the premises to ensure confidentiality. Viewing rooms are available at BTI for students to watch their own work; they may not view another therapist's work without his or her prior written consent submitted to the BTI Clinic Director for final approval. If students wish to show a recorded session in a

class, or use them for their Clinical Qualifying Exam, they may sign them out for a specified amount of time. This must be coordinated through the BTI Clinic Director.

If students wish to write about a case seen at BTI and need to transcribe the sessions, they may schedule times in the editing suite through the Clinic Director. No identifying client information can appear on transcripts or written materials.

If students wish to show a recorded session to a professional audience outside of NSU, they must re-contact the clients seen on the DVD, explain to them what they intend to do, and obtain a release signed by them in advance of the presentation.

DVDs will be supplied to students. All DVDs assigned during a student's time at BTI must be turned in to the practicum supervisor at the end of each practicum session for storage.

### **Concentration in Family Systems Health Care**

Students in the Ph.D. program in Family Therapy may choose to pursue a concentration in Family Systems Health Care. The concentration focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. Students are taught the basics of bio-psychosocial theory, practice, and collaboration. The program prepares professionals to offer family therapy in a variety of medical settings, including private practices, hospitals, community clinics, primary care/specialists' offices, and hospices.

Students in the Family Systems Health Care concentration program have ample opportunities to gain practical expertise through classroom learning and hands-on clinical, research, teaching, and service experiences. Specific areas of study include: adjustment patterns of clients and their families to chronic and acute illnesses; models of collaboration between medical family therapists and other health care professionals; the role of medical family therapists in the continuum of medical services; the politics and economics of health care; understanding human systems in health care; and brief interventions and systemic assessments useful in the treatment and care of patients and their families. Additionally, the program emphasizes professional development by assisting students in strengthening their personal qualities necessary for successful participation in the medical milieu.

The student's growth as a reflective practitioner is encouraged through clinical research in physician/client/therapist/family communication, adjustments to acute, chronic, or terminal illness, social effects and ethical dilemmas of new medical technologies, and other issues that transcend historical distinctions between physical treatment and psychosocial interventions. Program faculty and students cooperate to publish research findings and clinical experiences. Also, faculty and students of the program contribute to the growth of Family Systems Health Care and medical family therapy by supporting and participating in groups like the Collaborative Family Health Care Coalition, the Society of Teachers of Family Medicine, and others.

In addition to degree requirements, students must complete the following coursework to receive a Concentration in Family Systems Health Care:

- FSHC 5000 – Family Systems Health Care I
- FSHC 5010 - Family Systems Health Care II
- FSHC 5100 - Practicum I in Family Systems Health Care\*
- FSHC 5110 - Practicum II in Family Systems Health Care\*
- FSHC 5300 – Integration and Collaboration Among Health Care Systems



- FSHC 5500 - Politics and Economics of Health Care
- FSHC 6400 - Understanding Human Systems in Health Care Settings

\* Students may choose to do their External Practicum in a medical setting to obtain the required 100 hours of face-to-face client contact for this concentration.

### **Examinations and Evaluations**

There are two levels of formal assessment students must pass in order to complete their studies. The first is the preliminary examination and the second is a series of qualifying examinations. Each is described in detail below.

#### ***1. Preliminary Exam***

Admission into the program is provisional until a student passes the Preliminary Examination. Students register, at no cost, for the Preliminary Examination, generally during their third term in the program. This exam entails a formal assessment by the faculty of a student's progress in the program. Data for review includes a three- to five-page (double-spaced) self-evaluation submitted by the student. The student needs to also submit practicum evaluations, graded papers, and written evaluations from the courses taken during their first two terms. *A copy of all data must be submitted for each faculty member by Thursday at 5pm of the end of the 6<sup>th</sup> week of the term.*

The self-evaluation should provide an in-depth accounting of the student's accomplishments as well as any difficulties in the clinical and academic areas of the program. It should also include a clear indication of the student's plans and aspirations for the following year. It must be typewritten, free of errors, and adhere to the latest edition of the APA writing guidelines. In addition, the faculty will consider all of the student evaluation criteria as described in the catalog.

A meeting with each student will be scheduled, lasting approximately 30 minutes, and will be attended by the student and a committee of faculty representatives. Successes and challenges will be discussed. Following the meeting, the committee will make one of the following recommendations to the full family therapy department faculty:

1. Pass review, effective immediately.
2. Pass review, with faculty recommendations for changes.

***Please Note:*** *In order to obtain one of these recommendations, all grades must be B or higher, with no grades of incomplete. Courses with a grade C may have to be retaken, pending the recommendation of the committee.*

3. Repeat Preliminary Review, with continued enrollment contingent on the student satisfying one or more specified criteria in the course of a specified amount of time.
4. Dismissal from doctoral program.

The Preliminary Exam evaluation form can be viewed online at Student Resources.

The family therapy faculty votes to accept, question, or reject each committee's recommendations. If the faculty accepts the committee recommendation, the student will receive a letter informing them of the faculty's determination. If the faculty accepts a committee recommendation for dismissal, it becomes effective immediately.

If the faculty votes to question a committee recommendation, the student will receive a letter explaining this, asking him/her to attend a meeting with the Department Chair and the faculty as a whole. During this second meeting, the student's situation will be discussed and the student will have an opportunity to present his/her case. Subsequent

to this second meeting, the faculty will come to a decision regarding the student's status in the program, and the student will be informed of it in writing.

Students have the right to appeal any such faculty decisions. See the section on Student Appeals for procedural information.

## ***II. Qualifying Exams***

There are three components to the Qualifying Examination Process.

1. Clinical Qualifying Exam
2. Course Comprehensive Exam
3. Applied Clinical Project

Each qualifying examination is intended to address major training and academic goals of the program. Successful completion of each of these exams indicates that the student has demonstrated the skill and readiness necessary to successfully complete increasingly sophisticated projects that require professional levels of thought and motivation. Thus, the exams are intended to assess a student's overall level of professional development and independence in terms of actual clinical skills, conceptual/theoretical sophistication, and program evaluation expertise. Students will contact the Program Coordinator to register for each Qualifying Examination in the appropriate semester. *There is no charge for taking these exams.* The three exams are described in detail below.

### **1. Clinical Qualifying Exam**

Students are required to deliver a formal presentation of their clinical work to a committee of family therapy faculty members during March of their second year in the program. To be eligible to register for the Clinical Qualifying Exam, students must have completed and successfully passed their four Internal Practica. This Clinical Qualifying Exam should not exceed 90 minutes (including time for questions). It is intended for students to provide an opportunity to demonstrate their clinical competence and creativity, theoretical clarity, and clear integration of clinical and theoretical concepts and should be viewed as the culmination of the live supervised practicum sequence.

The Clinical Qualifying Exam offers students a forum for developing a professional clinical presentation similar to that which might be expected in a job interview situation. Successful completion of this exam indicates the faculty's belief that the student is clinically prepared to perform successfully in real life situations and in outside clinical settings. It is expected that students will conduct themselves in a professional and collegial manner in the preparation of both their written and oral materials. Care should be taken regarding appropriate dress, professional demeanor, clarity of presentation, and respect for clients and colleagues.

An edited video clip of the student's work must be included in the presentation. This means that specific, brief segments of a session must be selected and edited on to a master DVD to create a polished, succinct overview of a case. Students may schedule time in the editing suite through the Clinic Director to produce their final DVD. The recorded session should be of high quality, both technically and clinically. In any professional setting poor recordings will detract significantly from the presentation, and thus the case for the evaluation. The video is to be used in a focused way to demonstrate clinical skills and to allow the audience to understand the progression of a case from beginning to end. The presentation should clearly show how the student's clinical work is consistent with the stated theoretical approach and understanding the theory of change. While it is not necessary that all of the recorded segments are examples of clinical "magic

moments," clinical effectiveness and theoretical understanding should be apparent throughout.

The clinical case may be selected from a student's work at BTI or at an off-campus setting, but is limited to work completed during the time a student is supervised in the doctoral program. If an off-campus based case is selected, the student must secure the appropriate releases in order to use the session tapes for educational and training purposes. Practicum cases may be used; however, the student must first consult with the practicum instructor who supervised the case. In such cases it is important for students to focus on your own clinical work rather than on a supervisor's work. Clearly, the work of the entire team will be represented, and as such, the student should acknowledge this during the presentation. However, selected segments should focus on the student's work in the room.

Faculty also encourage inclusion of client voices in the presentation; this could take the form of follow-up interviews (video if possible), letter writing, or video segments of the clients' active participation in co-directing the therapy. Thus, students are not expected to simply show evidence of their own interventions or "expertise." Rather, the presentations should demonstrate a student's ability to work relationally and involve clients in the process of therapy. In this spirit, if a student uses practicum cases, they are encouraged to consult with, and perhaps interview, colleagues who served on the team during the case, as they may have invaluable input in the development of the presentation.

Students may request feedback from faculty on ideas for their presentation and may certainly discuss with the faculty cases they are considering for their Clinical Qualifying Exam. However, faculty members may not assist students with any aspect of preparing the video or scripting the presentation. Students will provide a concise, clear, and referenced handout (to be given to all audience members) that briefly describes the case to be presented, the focus of each of the video segments, and the clinical and theoretical influences on their work. The rationale guiding the clinical work should be included, allowing audience members to follow the presentation clearly. All identifying material about clients should be disguised and transcript materials distributed at the exam must be re-collected by the presenter when finished to ensure confidentiality.

Because faculty views this as an opportunity for students to demonstrate growth and development as a clinician within this program's community, the presentation will be open to all NSU family therapy faculty and doctoral students. All doctoral students are encouraged to attend in order to both show their support and to contribute to the professional conversations that will result. Given the clinical (and thus confidential) nature of the presentation, students may not invite family members or friends outside the program.

Students will present for a *maximum* of one hour. Video segments should contribute no more than 20 minutes of this time and should be selected carefully to represent specific points. Lengthy, content-based segments should not be shown. The presentation should focus on the progression of the case and the clinical work itself rather than on ancillary details about the family. After one hour, a member of the faculty committee will moderate a 30-minute question and answer session. At the end of this discussion, the student and all audience members will be dismissed. The faculty will each complete an evaluation of the student's performance, including numerical ratings on specific criteria and narrative comments (see below). The Department Chair will inform the student of the results of their exam. The Clinical and the Course Comprehensive Exams must be

successfully passed in order for a student to register and begin their Applied Clinical Project.

The exam scores for each question are averaged across evaluators. To pass the Clinical Qualifying Exam, students must receive an average grade of "4" or higher (on a five-point scale) from their faculty committee on at least 6 of the criteria listed below. If students receive an average score of less than a "4" on any of the criteria, the faculty may recommend they complete remedial work. If students receive an average score of less than "4" on four or more of the criteria, less than "3" on three or more criteria, or a "1" on any criteria, they will be required to deliver a second presentation within 6 months. If students do not satisfactorily pass a second Clinical Qualifying Exam, they will not be allowed to continue in the program. The evaluation form can be viewed online.

### ***Criteria for Evaluation of the Clinical Qualifying Exam***

1. Clear and concise presentation
2. Well-edited, high quality video (including audio)
3. Clear demonstration of clinical skills (joining; strong and effective relationship with client; respect for and use of client resources, both in and out of therapy room; good case management, where applicable)
4. Clear demonstration of theoretical clarity (evidence of how clinical skills are informed by theoretical perspective)
5. Continuity between video and oral presentation (clear contextualizing of video segments; coherent follow-up discussion of each segment)
6. Evidence of attention to ethical issues (as applicable)
7. Professional demeanor (dress; language; respect for audience and clients; effective handling of questions)
8. Useful and clear accompanying written material

## **2. Course Comprehensive Examination**

The Course Comprehensive Examination is a written exam assessing the student's ability to apply the knowledge they have gained across cases and topics based on their coursework. To be eligible to register for the Course Comprehensive Exam, students must have completed their coursework and practicum experiences and be in good standing in the program. Students will register during the Summer or Fall term of their second year. The Course Comprehensive Exam will be administered on the first Monday, Tuesday, and Wednesday of July. In case of a holiday, the date will be moved forward by one day. This exam is a 3 day examination, which assesses the student's integrative skills with regard to the 9 core doctoral curriculum courses.

The exam covers the four core family therapy courses, (DMFT 5010, 5020, 5030, & 5040) Quantitative Research I (DMFT 5410), Qualitative Research I (DMFT 6430), two theory courses, Language Systems (DMFT 5110) and Thinking Systems (DMFT 5120), and Teaching and Supervision (DMFT 6310). On day one, students will answer 4 of 5 questions from the above courses in a 4-hour period. On day two, students will answer 3 of 4 questions from courses not covered on day one in a 3-hour period. On the third day of the exam, students will be asked to critically evaluate a journal article utilizing information from their course work in a 4-hour period. Each answer will receive a grade of either "3" (excellent), "2" (adequate) or "1" (inadequate). A student may receive one grade of "1" and pass the examination. If a student receives 2-4 answers of "1", they must undergo an oral examination based on the questions they received the "1" grade on.

This oral examination will be scheduled through the office of the Program Coordinator no sooner than 6 months and no later than 1 year after the exam is taken. If students fail to receive “adequate” scores on their oral exam, they must take the full written exam the next time it is offered in the following July. If students receive more than four “1” scores, or if they fail to schedule their oral examination at least two months prior to the end of the one year deadline, they must take the full written examination when it is given the next year. If students fail the Course Comprehensive Examination twice, they will not be allowed to continue in the program.

### **3. Applied Clinical Project (ACP)**

The Applied Clinical Project (ACP) should be seen as the capstone experience of the DMFT degree process. The ACP is the student’s demonstration of his/her ability to carry out a high quality, professional program of systemically based treatment. The ACP should be a project students carry out under SHSS faculty supervision from concept, to proposal, to implementation, and finally through eventual evaluation of the effectiveness of the program. An ACP is viewed as a career launching undertaking. At the time of its culmination, students should be able to articulate and demonstrate to other mental health professionals their unique area of systems based practice expertise.

Students select a full-time faculty supervisor and one other full-time faculty reviewer of their ACP only after they have completed the majority of their course work and have successfully passed both their Clinical and Course Comprehensive Examinations. All proposals, data collection, and analysis toward the completion of the ACP must be done under faculty supervision.

At the end of the ACP, students will develop a professional quality presentation and review of their entire project to a faculty committee and the public. The faculty committee will consist of their project supervisor, one other faculty reviewer, and any other terminally degreed professionals that the student wishes to invite. However, only full time faculty of SHSS will have the final say on the acceptability of the final product and its final presentation. Students register for a minimum of 12 credit hours of Applied Clinical Project. Students must continue to register for ACP credit hours until they complete, successfully defend, and finalize their project by turning in their bound volume. This may entail taking more than the minimum of 12 Applied Clinical Project credit hours stipulated in the catalog. If for some reason, students cannot continue working on their ACP, they must apply in writing to their project faculty supervisor and the Department Chair for a leave of absence, which must be in place two weeks prior to the start of a trimester. If students request a leave for longer than one term or take a second term-long leave, they may not be able, upon their return, to continue with the project supervisor with whom they had earlier been working. If a Leave of Absence is requested and approved, this does not extend the 7-year timeframe for completing the degree program.

### **External Practicum**

The DMFT External Practicum is designed to provide the student with a supervised full-time clinical experience, emphasizing a relationally focused practice. The minimum time requirement to complete external practicum obligations is six to eight hours per week over the course of two academic terms. Before beginning External Practicum, students will work with the DFT Internship Coordinator to develop an External Practicum site and a contract with that site. Prior to beginning the external practicum experience, students must have a completed and signed copy of the internship contract signed by themselves, their internship site supervisor, their faculty supervisor, and the Department Chair. If proof of professional liability insurance coverage is needed for the Practicum site, a copy

can be obtained from the Internship Coordinator. Practica will be evaluated by both the site supervisor and faculty supervisor each term, using the DFT program's practicum evaluation forms. Students will be invited to assess their own performance as well. These forms, designed by faculty, closely assess clinical skills and can be obtained online at our SHSS website and from the student's faculty supervisor.

The institution sponsoring the practicum site(s) will have been in operation for at least two years. Practicum site(s) will provide adequate facilities and equipment for the intern to carry out designated responsibilities. Students are required to have an AAMFT Approved Supervisor on site to supervise their clinical hours or obtain an outside AAMFT Approved Supervisor and meet all other practicum requirements per the SHSS/DFT Contract.

### **The Supervision and Teaching Course and Practica**

Before taking Supervision and Teaching course (DMFT 6310), students must have successfully passed Internal Practicum II (DMFT 6200). Students may wish to take both the Teaching Practicum (DMFT 7360 and the Supervision Practicum (DMFT 6320); however, only one is required. Students must obtain faculty approval for taking either of these courses. Typically, these Practica will entail assisting a faculty member in teaching or supervising a master's level course, though in some instances, helping with doctoral courses is possible.

To obtain permission to take either supervision or teaching Practica, students should seek out the full-time faculty member they wish to work with and specify what capacity they would like to work with them. If the faculty member agrees to work with the student, the student should then email the faculty member detailing what they have agreed on with a copy to the Department Chair for final approval. Such notice should be given well in advance of that term's registration period.

### **Individual Supervision for State Licensure or AAMFT**

There may be occasions after the completion of formal course work when doctoral students wish to seek private, individual clinical supervision from a member of the faculty. Before approaching a faculty member with such a request, students must have already successfully completed all required practica and have successfully passed all qualifying exams. Since such supervision is not considered part of the curriculum, the contract between the student and the supervisor, including frequency of meetings, responsibilities, and costs, will be settled privately. The department stipulates that faculty members may not provide private clinical supervision for students whose dissertations they are chairing or serving as committee members or readers on. The Department has developed an affiliation agreement with the Family Solutions Institute to provide our students the licensure exam review course on main campus two times per year at a reduced fee. This collaboration supports our students and alumni in becoming licensed and working in the MFT field.

\*The catalog is periodically updated online.

## ABOUT OUR MASTER'S PROGRAMS

### M.S. in Conflict Analysis & Resolution

#### **Program Description**

The M.S. in Conflict Analysis & Resolution is designed to train reflective professionals in the practice, design, and evaluation of a variety of conflict resolution applications. The M.S. program focuses on pragmatic approaches to solving problems inherent in human social relations. Students are exposed to a wide array of techniques and strategies to help people achieve nonviolent, non-litigious solutions for conflicts that arise in many personal, professional, organizational, and social environments. The M.S. program consists of a 15-course (45 credits) sequence that includes conflict resolution theory, practice skills, field placement, research design, and program evaluation

You may elect to complete a general course of student or pursue concentrations in the following areas:

- College Student Personnel Administration
- Conflict & Crisis Management
- Conflicts in Schools and School Systems
- Culture and Conflict
- Ethnicity/Nationalism and Conflict
- Health Care Conflict Resolution
- International Conflict Resolution
- Organizational Conflict
- Peace Studies

Students pursuing a concentration must take 6 additional credits above degree requirements.

#### **Program Formats**

The M.S. program is offered in both residential and distance learning formats. These flexible formats allow mid-career working adults and those unable to attend the on-campus program, to study conflict resolution in a creative, rigorous, and structured fashion. Students enrolled in the online program participate in Residential Institutes on the Fort Lauderdale campus twice per year, as well as online Web-based courses.

Students may enroll full or part time, taking six to nine credit hours per term. Students who attend full-time can expect to complete the program in 19 months. Part-time students will complete the program in 2 ½ years. Summer attendance is mandatory.

Students taking online classes are required to attend two Residential Institutes (RI) per academic year. Each RI is 5 days. Currently the RIs are held in February and October. Please visit <http://shss.nova.edu/RI> for current information. New students may have an additional day at RI for the Graduate Student Seminar.

#### **Faculty Mentors**

Each student upon enrollment in the program will be assigned a faculty mentor. The mentor acts as a guide to the student in terms of selection of electives and professional planning. The mentor should also be consulted for guidance even the event the student experiences difficulty in the program. After the student has been taking classes in the

department, the student may ask to be assigned to any other DCAR faculty member as their mentor. This request should be made to the Program Coordinator. The Program Coordinator will attempt to honor the student's request to the extent possible while striving to maintain a consistent ratio between students and mentors.

### **Student Advising**

A student who wishes to seek advising regarding course selection or their degree plan should consult with the Program Coordinator or the Practicum Coordinator. In addition to coordinating their practicum experience, the Practicum Coordinator maintains and updates degree plans.

### **Degree Plans**

Below is a sample of a degree plan for a full-time student who begins their studies in the Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

#### ***Degree Plan: 45 credits hours***

	<b>Fall (September)</b>	<b>Winter (January)</b>	<b>Summer (April)</b>
<b>Year 1</b>	CARM 5000: Foundations and Development of Conflict Resolution  CARM 5040: Human Factors  CARM 6120: Culture and Conflict	CARM 5020: Theories & Philosophies of Conflict and Peace  CARM 5100: Mediation Theory and Practice  CARM 5200: Research Design	CARM 6000: Organizational Conflict: Theory & Practice  CARM 6140: Facilitation Theory and Practice <b>(on-campus program)</b>  CARM 66__: Elective  CARM 66__: Elective <b>(online program)</b>
<b>Year 2</b>	CARM 6130: Practicum I  CARM 6140: Facilitation Theory and Practice <b>(online program)</b>  CARM 6170: Violence Prevention and Intervention  CARM 66__: Elective <b>(on-campus program)</b>	CARM 5140: Negotiation Theory and Practice  CARM 6160: Practicum II  CARM 66__: Elective	<b>Comprehensive Examination-Given in June and January</b>  <b>Graduation and Celebration</b>

### **Program Specifics**

#### ***Practicum***

To complete the M.S. in Conflict Analysis & Resolution, students must complete a total of 130 hours of practicum. Students are responsible for documenting practicum hours, and must have these hours verified and signed by an on-site supervisor. The practicum experience is designed to provide students with an experiential opportunity to utilize conflict resolution methodology and theory within a diversity of professional settings. Students will have the opportunity to apply theoretical concepts within a practical framework.



Practicum I and II provide a community placement for the student to develop and refine practitioner skills. Using the Practicum experience, students have the opportunity to apply theoretical concepts within a practical framework under the supervision of an on-site supervisor. The Practicum Coordinator will work with students to establish a placement suited to each student's interests, if possible.

Practicum placements have been established in an array of settings, such as schools, prisons, court systems, parks, human services agencies, community organizations and corporations. Additionally, the student is encouraged to explore and initiate a Practicum setting specific to their own individual interests. If a student finds an appropriate site, the Practicum Director will assist the student in calling the site and negotiating for a placement.

Additionally, the student will attend a Practicum class with course work and faculty supervision. The student must receive contractual approval from both the Practicum Director and the agency on-site supervisor before beginning the required Practicum hours. The student is responsible for documenting Practicum hours and receiving supervisor approval. The practice component of the student's Practicum is evaluated by the on-site supervisor each term; this evaluation is combined with the classroom performance and course requirements and converted into a final overall grade by the professor teaching the course.

Students are automatically covered by professional liability insurance provided by the University during their Practicum practice. This covers mediation and other specific activities.

Please consult the Department Chair and the Practicum Coordinator for detailed information. During each term and at every Residential Institute, one or more Practicum Advising sessions are scheduled. Students who have not yet registered for practicum courses are encouraged to attend one or more sessions. Students may also seek individual in-person or telephonic appointments with the Practicum Coordinator for assistance with practicum placements.

Please visit <http://shss.nova.edu/Downloads/car.htm> for the Practicum Handbook and forms.

### **Master's Thesis Option**

The student may write a research thesis. The thesis is 6 credits and counts as two electives. Instead of the electives offered in the fall and winter terms of the second year, thesis students register for Master's Thesis. Entrance into the thesis track is not automatic; students must meet eligibility requirements.

Please visit <http://shss.nova.edu/Downloads/car.htm> for the Master's Thesis handbook.

### **Examinations and Evaluations**

In addition to successfully completing all course work, and obtaining the required practicum hours discussed above, students must pass a comprehensive examination to be awarded the M.S. in Conflict Analysis & Resolution. To be eligible to sit for the exam, a student must have completed all coursework and practicum hours, have maintained a "B" average in all classes with no "incomplete" grades, and be considered in *good standing* with no disciplinary actions pending or disciplinary tasks to complete. Students must also have met their financial obligations to the university to be in good standing and be able to register for the exam. The comprehensive exam is an assessment of one's

ability to integrate the knowledge and skills gained through course work and the practicum experience. The exam tests a student's written ability to critically analyze and apply conflict assessment, theory, and research methodology to hypothetical conflict situations. The exam also tests knowledge of material specific to the academic curriculum.

The comprehensive exam is offered twice a year: in January and June. The exam has two sections; students must answer two questions from each section. The sections are:

- Theories (morning)
- Practice (afternoon)

The exam takes an entire day. The student is given four hours to complete each section, with a lunch break in between sections. Students have the choice of sitting for the exam on NSU's main campus, at selected NSU Educational Centers, or at another site approved by DCAR. If the student takes the exam at NSU or an NSU center, there are no assessed fees related to the exam. Some approved locations, such as testing centers, may charge a fee for proctoring the exam. Should the student choose to take the exam at such a location, that fee is the responsibility of the student.

Two faculty members grade each question. Students are assigned an examination number. Thus, faculty members do not know whose answers they are reviewing. All four questions must be answered correctly to pass the exam. Students must retake any questions failed. Students have five years to complete all degree requirements.

Both reviewers must award a passing grade, in order for it to be deemed that the student passed each question. If one reviewer submits a passing grade and the other submits a failing grade, they will be asked to confer. If they subsequently concur, then the grade has been determined. If they do not agree, the chair shall appoint a third reviewer. The third reviewer's grade shall determine whether the student has passed or failed the section.

## **M.S. in Family Therapy**

### **Program Description**

The M.S. in Family Therapy is designed to help students develop clinical excellence and prepare for careers as marriage and family therapists. Students are prepared to assume professional positions in private practice, employee assistance programs, managed care and health care organizations, child care and child development systems, family service agencies, schools, churches, hospitals, and other clinical and organizational settings.

The 48-credit hour degree program consists of coursework and clinical practice. Training is concentrated on brief, interactional models of family therapy, preparing our graduates to practice in a time-sensitive, cost-effective manner. The M.S. in Family Therapy has full accreditation with the:

Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT)  
112 South Alfred Street, Alexandria, VA 22314-3061  
(703) 838-9809  
<http://www.aamft.org>

The full re-accreditation period is effective July 31, 2007-July 31, 2014.

The program fulfills the academic requirements for state licensure in Florida and for clinical membership in AAMFT. Additional post-master's clinical experience is required for both credentials.

### **Program Formats**

The M.S. in Family Therapy is offered on-campus and in a weekend-based format at selected NSU Educational Centers.

#### ***Residential Format***

Students may enter the M.S. program in the Fall, Winter, or Summer term. Students may enroll full or part time, taking six to nine credit hours per term. Students who begin in the Winter or Summer term may be part time students for one or two terms.

Students who attend full-time can expect to complete the program in 2 years or less. Part-time students can expect to complete the program in 3 years or less depending on the pace of study. Summer attendance is mandatory.

#### ***Degree Plans***

Following is a sample of a degree plan for both residential and distance full-time students who begin their studies in the Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

***Degree Plan: 48 credit hours***

Fall	Winter	Summer
SFTM 5310 Introduction to Systems Theories	SFTM 5321 Theories of Marital and Family Therapy	SFTM 6332 Human Sexuality and Gender
SFTM 5320 Introduction to Marital and Family Therapy	SFTM 5400 Internal Practicum I	SFTM 6333 Theories of Personality & Psychopathology
SFTM 6340 Legal, Ethical, and Professional Issues	SFTM 6374 Human Development and Individual/Group Psychotherapy	SFTM 5400 Internal Practicum II
SFTM 5322 Clinical Practice in Marital & Family Therapy (must be taken with an External Practicum)	SFTM 5311 Substance Abuse/Addictions and Critical Issues in Systems Theory	SFTM 6320 Assessment in Marital and Family Therapy
SFTM 6300 External Practicum I	SFTM 5350 Research in Marital and Family Therapy	[ <i>Elective: Academic Writing, can be taken any term</i> ]
SFTM 6331 Diversity in Human and Family Development	SFTM 6300 External Practicum II	[ <i>Elective: SFTM 6560 Couples' Therapy</i> ]
		<b>SFTM 5700 Comprehensive Examination</b>
		<b>Graduation</b>

**Program Specifics**

**Practicum**

Students in the program receive clinical training and experience at the Brief Therapy Institute (BTI), NSU's own family therapy clinic, which serves a wide variety of clients from all life circumstances. Students at distant sites will receive clinical training and experience at various community sites under the supervision of an AAMFT Approved Supervisor. Students enrolled in their practicum will be covered by the Department's professional liability insurance. Students may obtain proof of professional liability insurance from the Internship Coordinator's office. In addition, after the initial training, students are placed in an off campus internship site for two terms or more as needed to complete the required hours of clinical experience for graduation. Available internship sites offer students the opportunity to specialize in work with individuals, couples families of culturally diverse background, families with a child experiencing school problems, families coping with a chronically ill family member, and other special populations. The opportunity for intense, closely supervised, and widely varied clinical experience is an important feature of our program. Recently, students have been placed in various locations, including schools, agencies, hospitals, and private practices.

Distant learners will be required to attend two to three Clinical Institutes on main campus to enhance and promote their clinical skills in a five-day, intensive learning environment. Clinical Institutes are held in February and October of each year.

To complete the M.S. in Family Therapy, students must complete 500 hours of client contact, 250 of which must be with couples and families. Students also must accumulate at least 100 supervision hours, 50 of which must be based on direct observation, videotape, or audiotape. They are responsible for documenting clinical and supervision hours, using the forms provided at BTI or on the SHSS website under student resources. Students are required to keep a copy of all documentation pertaining to both Internal and External Practica. This includes their hours forms, contracts, and evaluations. A student's first two Practica are at the Brief Therapy Institute; therefore, they are called Internal Practica. Students must pass the first two Internal Practica to be eligible to continue clinical training in two External Practica. The External Practica are internships in the community where students work in school, hospital, agency, private practice, and other settings.

Before students begin their External Practicum, they work with the DFT Internship Coordinator to identify and develop an External Practicum site and a contract with that site. Prior to beginning the external practicum experience, students must have a completed copy of the internship contract signed by themselves, their internship site supervisor, their faculty supervisor, and the Department Chair. If proof of professional liability insurance coverage is needed for the Practicum site, a copy can be obtained from the Internship Coordinator. Students may not work at their practicum site prior to the completion of their contract.

In order to obtain client contact hours at a site, students must register for an External Practicum and be supervised by a faculty AAMFT Approved Supervisor. They will meet with their faculty supervisor for one hour of face to face supervision per week. The site supervisor must be a licensed or licensed eligible mental health professional to meet our requirement. Students will also be supervised by their site supervisor.

There are four important pieces of information that students must provide the Internship Coordinator prior to beginning their internship:

1. The original signed copy of the internship contract
2. A resume of the on-site supervisor to demonstrate that he or she has a master's degree and is a licensed mental health professional or meets the equivalent criteria and a copy of the AAMFT Supervisor Certificate, if applicable
3. A brochure or written information about the internship site
4. A written description from the on-site supervisor about internship duties and responsibilities.

Students should plan on acquiring a **minimum** of 15 client contact hours per week at their site to be sure of completing the 500 required client contact hours and supervision hours within two terms. Many students take a third external practicum to obtain the required hours and to follow their site contract requirement (i.e., in a school system where interns need to be throughout the year). Most students will need to schedule additional time at the internship sites to complete paperwork, allow for missed appointments, and become a valued part of their site. Thus, 20 hours a week committed to the internship site is realistic. This time may include weekdays, evenings, and/or weekends, depending on the site requirements. If students cannot commit this much time to a site, they should prepare for the possibility of accruing more hours with additional external Practica, which must be repeated indefinitely for credit until they have accumulated the required 500 client contact hours and supervision hours. If students want a more diverse experience, or are not accumulating hours rapidly enough at one internship site, it is quite possible to contract with a second site. A contract for each

internship site must be completed prior to beginning at that site. The internship contract should be clearly understood by all parties.

Practica will be evaluated by both the site supervisor and faculty supervisor each term, using the program's practicum evaluation forms. Students will be invited to assess their own performance as well. These forms, designed by faculty, closely assess clinical skills and can be obtained online at the SHSS website and from the student's faculty supervisor, or the Internship Coordinator. A theoretical article detailing the construction of the practicum evaluation form and the reasons for including each item has been written by three program faculty members and is available to students. The article was published in a leading family therapy journal.

### **Concentration in Family Systems Health Care**

Students in the M. S. program in Family Therapy may choose to pursue a concentration in Family Systems Health Care. The concentration in Family Systems Health Care focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. Students are taught the basics of biopsychosocial theory, practice, and collaboration. The program prepares professionals to offer family therapy in a variety of medical settings, including private practices, hospitals, community clinics, and primary care/specialists' offices.

Students in the concentration program have ample opportunities to gain practical expertise through classroom learning and hands-on clinical, research, teaching, and service experiences. Specific areas of study include: adjustment patterns of clients and their families to chronic and acute illnesses; models of collaboration between medical family therapists and other health care professionals; the role of medical family therapists in the continuum of medical services; the politics and economics of health care; understanding human systems in health care; and brief interventions and systemic assessments useful in the treatment and care of patients and their families. Additionally, the program emphasizes professional development by assisting students in strengthening their personal qualities necessary for successful participation in the medical milieu.

The student's growth as a reflective practitioner is encouraged through clinical research in physician/client/therapist/family communication, adjustments to acute, chronic, or terminal illness, social effects and ethical dilemmas of new medical technologies, and other issues that transcend historical distinctions between physical treatment and psychosocial interventions. Program faculty and students cooperate to publish research findings and clinical experiences. Also, faculty and students of the program contribute to the growth of Family Systems Health Care and medical family therapy by supporting and participating in groups such as the Collaborative Family Health Care Coalition and the Society of Teachers of Family Medicine.

In addition to degree requirements, students must complete the following coursework to receive a Concentration in Family Systems Health Care:

- FSHC 5000 – Family Systems Health Care I
- FSHC 5010 - Family Systems Health Care II
- FSHC 5100 - Practicum I in Family Systems Health Care (can be taken with SFTM 6300 – External Practicum I)
- FSHC 5110 - Practicum II in Family Systems Health Care (can be taken with SFTM 6300 – External Practicum II)
- FSHC 5300 – Integration and Collaboration Among Health Care Systems
- FSHC 5500 - Politics and Economics of Health Care
- FSHC 6400 - Understanding Human Systems in Health Care Settings

\* Students may choose to do their External Practicum in a medical setting to obtain the required 100 hours of face-to-face client contact for this concentration.

### **Examinations and Evaluations**

In addition to successfully completing all coursework and obtaining the required 500 client contact hours and 100 supervision hours as discussed above, students must pass a comprehensive examination in order to be awarded the M.S. degree in Family Therapy. This clinically focused examination tests the student's ability to apply what has been learned. Students will be eligible to take the examination when they have completed 400 or more client contact hours and have completed their course work by or before the end of the term during which the examination is taken, unless they have one remaining summer course to complete. Students who have two or more courses to complete will be eligible to take their Comprehensive Exam at the end of the Fall term.

The examination consists of 11 questions. Students will need to answer 10 out of the 11 questions. A score of 8 out of 10 correct is passing; 7 out of 10 questions correct means that a student must partially retake the exam at the next scheduled exam date, repeating only the 3 questions that were previously missed. Less than 7 correct answers is a failing score and means the exam must be retaken in its entirety at the next exam date. Each examination answer is reviewed independently and blindly by three faculty members. Two out of the three faculty reviewers must independently conclude the answer is incorrect before it is so judged. Students may appeal their Comprehensive Examination grade to the M.S. Department Chair. The Comprehensive Examination may be retaken one time after an initial failure. Scoring of the second exam follows the above requirements; two failed examinations result in dismissal from the program. The M.S. Comprehensive Examination is given twice per year, the third Friday in April and the second Friday in December. Retake exams are scheduled within three months from the original exam date or at the next examination date in December. Students are not eligible to walk in the graduation ceremony until they have successfully passed the comprehensive exam.

A student may request a Leave of Absence, which must be approved two weeks prior to taking a leave. This does not extend the 5-year timeframe for completing the degree program.

### **Individual Supervision for State Licensure or AAMFT**

There may be occasions after completing the master's degree that graduates wish to seek private, individual clinical supervision from a member of the faculty. Before approaching a faculty member with such a request, students must have already successfully completed all degree requirements.

\*The catalog is periodically updated online.

## **M.A. in Cross-disciplinary Studies**

### **Program Description**

The M.A. in Cross-disciplinary Studies is multidisciplinary, experiential, and allows students to self-design their graduate studies. The program is designed to meet the needs of students who are seeking a broader learning forum and who appreciate the unique self-design of cross-disciplinary studies. The M.A. program provides intellectual advancement and the opportunity to expand and enrich educational horizons in keeping with the liberal studies traditions. The M.A. program utilizes a multidisciplinary approach and variety of perspectives for observing, analyzing, and addressing contemporary social issues. Students focus on systemic approaches and methodologies when studying human challenges. The M.A. utilizes experiential learning to provide students with hands-on training where theory and practice are integrated.

The M.A. consists of an 11-course (33 credits) sequence that includes core classes, practicums, and a 12-credit concentration track.

### **Program Formats**

The M.A. aims at convenience and accommodation by utilizing online course delivery format and self-designed programs. The students enrolled in the M.A. programs are afforded the greatest flexibility in self-selecting and self-directing their concentrated areas of interest, while at the same time retaining and reinforcing an emphasis on general professional skills. Students can complete the program completely online, but have a large selection of on-campus courses from which to choose.

Students may enroll full or part time, taking six to nine credit hours per term. Students who attend full-time can expect to complete the program in 19 months. Part-time students will complete the program in 2 ½ years. Summer attendance is mandatory.

### **Master's Thesis Option**

Students who wish to complete a 6-credit Master's Thesis may do so by completing in 3 additional credits. Students must request permission from the Director before enrolling for the Master's Thesis.

### **Degree Plans**

Below is a sample of a degree plan for a full-time student who begins their studies in the Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.



***Degree Plan: 33-36 credits hours***

	<b>Fall (September)</b>	<b>Winter (January)</b>	<b>Summer (April)</b>
<b>Year 1</b>	MACS 5310: Introduction to Systems Theories  SHSS 6620: Academic Writing  Concentration Elective	MACS 5200: Research Design  MACS 5020: Theories & Philosophies of Conflict and Peace  Concentration Elective	MACS 6130 Practicum I  Concentration Elective  Concentration Elective
<b>Year 2</b>	MACS 6160: Practicum II  Concentration Elective  Open Elective or Master's Thesis	Master's Thesis (if applicable)  <b>Comprehensive Examination (non-Thesis students)</b>	<b>Comprehensive Examination (Thesis students)</b>  <b>Graduation and Celebration</b>

**Final Portfolio Project**

MACS students will complete a final portfolio project in lieu of a comprehensive examination. The portfolio project is designed to demonstrate the cross-disciplinary perspective students acquired and honed in the program. Students will use the portfolio to present what they learned through their own personalized curriculum.

The completed portfolio will respond to the following questions:

- Why did this student choose to do graduate work in Cross-disciplinary Studies?
- How did this student decide on a concentration track?
- How did this student's perspective on Cross-disciplinary Studies evolve over the course of the program?
- How does this student intend to utilize his/her graduate education in the professional marketplace?

The completed portfolio will contain narrative sections responding to the above questions as well as exhibit and comment on selections of the student's work completed during his/her time in the program. Work selections must be drawn from a minimum of four different courses the student took while in the program. The portfolio must clearly identify these courses. One of these courses must be a MACS core course.

Selections of the student's work exhibited in the portfolio may include but are not limited to the following:

- Research papers
- Professional projects completed during the student's practicum sequence
- Oral presentations
- Course journal entries

The completed portfolio will also include both the resume the student used as he/she applied for admission to the program as well as the student's updated resume reflecting the academic expertise he/she gained as a graduate student in Cross-disciplinary Studies.

### **Concentration Tracks**

M.A. students choose a concentration track. Currently, concentrations are available in the Graduate School of Humanities and Social Sciences, the College of Allied Health and Nursing (Masters of Medical Science), the Graduate School of Computer and Information Sciences, the Oceanographic Center, the Farquhar College of Arts and Sciences, and the Fischler School of Education and Human Services. Concentration tracks consist of 12 or 15 credits within one of the above schools or colleges.

## **M.S. in College Student Affairs**

### **Program Description**

The M.S. in College Student Affairs is designed to prepare students for the expanded roles and responsibilities of student affairs professionals in today's diverse college and university educational environments. Students will learn and experience the practical application of the knowledge base and skill sets of student affairs administration and conflict analysis and resolution in higher education organizational settings. The program is designed for students who are interested in a career in student affairs, and for those currently working in student affairs who seek to advance their own personal knowledge and professional credentials. The M.S. program consists of a 15 course (45 credits) sequence that places emphasis on two core concentrations, Conflict Analysis and Resolution and Student Affairs in Higher Education.

\*Students who are counting a concentration in College Student Personnel Administration towards their degree in Conflict Analysis and Resolution will not be able to complete the M.S. in College Student Affairs as an additional degree.

### **Program Formats**

The M.S. program is offered in both residential and distance learning formats. The flexible distance learning formats allow mid career working adults and those unable to attend the residential program, to study college student affairs in a creative, rigorous, and structured fashion. Students enrolled in the distance learning program participate in Residential Institutes on the Fort Lauderdale campus twice per year, as well as online Web-based courses. Each RI is 5 days long. Currently the RIs are held in February and October. Please visit <http://shss.nova.edu/RI> for current information.

Students may enroll full or part time, taking six to nine credit hours per term. Students who attend full-time can expect to complete the program in two years. Part-time students can expect to complete the program in three years. Summer attendance is mandatory.

### **Degree Plans**

Below is a sample of a degree plan for a full-time student who begins their studies in Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

***Degree Plan: 45 credits hours***

	<b>Fall (September)</b>	<b>Winter (January)</b>	<b>Summer (April)</b>
<b>Year 1</b>	CSPA 5001: The 21 <sup>st</sup> Century College Student  CSPA 5004: Administration of College Student Affairs  CARM 5040: Human Factors	CSPA 5002: Current Issues & Trends in Student Affairs  CARM 5100: Mediation Theory and Practice  CARM 5200: Research Design	CARM 6000: Organizational Conflict: Theory & Practice  CARM 6140: Facilitation Theory and Practice ( <b>on-campus program</b> )  CSPA 5003: The College Student & the Law
<b>Year 2</b>	CSPA 6130: Practicum I  CSPA 5006: College Student/Adult Development  CARM 6140: Facilitation Theory and Practice ( <b>online program</b> )  CSPA 6300: Applied Research & Assessment in Student Affairs	CSPA 6160: Practicum II  CSPA 5005: College Student Affairs & the Greater University  CSPA 6300: Applied Research & Assessment in Student Affairs	<b>Comprehensive Examination</b>  <b>Graduation and Celebration</b>

**Program Specifics**

***Practicum***

To complete the M.S. in College Student Affairs, students must complete a total of 150 hours of practicum. Students are responsible for documenting practicum hours, and must have these hours verified and signed by an on-site supervisor. Practicum I and II must be passed with a grade of "B" or better. The practicum experience is designed to provide students with an experiential opportunity to utilize student affairs theory and practice within a diversity of professional settings. Students will have the opportunity to apply theoretical concepts within a practical framework.

Students complete two practicums during their course of study. Practicum I offers students the opportunity to explore a breadth of student affairs functions and gain exposure, knowledge and experience in the variety of programs and services that make up a college/university division of student affairs: residential life, housing, career services, student union, student activities, leadership development, recreation and wellness, volunteer services, special events, judicial programs and the office of the dean of students.

Practicum II will offer students the opportunity to gain in-depth exposure, knowledge and experience in a selected area of specialization in student affairs that supports their professional goals and prepares them to work in a professional student affairs position. Practicum experiences may take place at Nova Southeastern University or another college or university.

**Graduate Assistantships**

Graduate Assistantships will be available in the diverse functions within the Office of Student Affairs at NSU to students enrolled full-time in the CSA program.

Assistantships are 12-month appointments and offer partial tuition remission, a stipend, meal plan, and housing for those living on campus. Students accepted to the full-time CSA program may apply for a Graduate Assistantship position by contacting Dr. Gay Holliday, Associate Dean of Student Affairs in the Office of the Dean of Students at NSU.

### **Examinations and Evaluations**

In addition to successfully completing all course work, and obtaining the required practicum hours discussed above, students must pass a comprehensive examination to be awarded the M.S. in College Student Affairs. When a student has completed all coursework and practicum hours, has maintained a "B" average in all classes with no "incomplete" grades, and is a "student in good standing" with no disciplinary actions pending or disciplinary tasks to complete, the student will be eligible to take the comprehensive examination. The comprehensive exam is an assessment of the student's ability to integrate the knowledge and skills gained through course work and the practicum experience. The exam tests the student's written ability to critically analyze and apply conflict assessment, theory, and research methodology to hypothetical conflict situations. The exam also tests knowledge of material specific to the academic curriculum.

The comprehensive exam is offered twice a year: in January and June. The exam has two sections; students must answer two questions from each section. The sections are:

- Theories (morning)
- Practice (afternoon)

The exam takes an entire day. The student is given four hours to complete each section, with a lunch break in between sections. Students have the choice of sitting for the exam on NSU's main campus, at selected NSU Educational Centers, or at another site selected by CSA. If the student takes the exam at NSU or an NSU center, there are no assessed fees related to the exam. Some approved locations may charge a fee for proctoring the exam. Should the student choose to take the exam at such a location, that fee may be assessed to the student.

Two faculty members grade each question. Students are assigned an examination number. Thus, faculty members do not know whose answers they are reviewing. All four questions must be answered correctly to pass the exam. Passing three of four questions means the failed part of the exam must be retaken. Passing fewer than three questions is a failing score, and means the entire exam must be retaken. Students have five years to complete degree requirements.

Both reviewers must award a passing grade, in order for it to be deemed that the student passed each question. If one reviewer submits a passing grade and the other submits a failing grade, they will be asked to confer. If they subsequently concur, then the grade has been determined. If they do not agree, the chair shall appoint a third reviewer. The third reviewer's grade shall determine whether the student has passed or failed the section.

## ABOUT OUR GRADUATE CERTIFICATE PROGRAMS

The SHSS Graduate Certificate programs prepare students for the changing nature of professions, businesses, and community services. They provide needed knowledge, methods, and skills leading to career advancement and life enlightenment in the fields of study. Graduate Certificate programs are beneficial for those who have already received a graduate degree in their current area, but would like to specialize in the new area of inquiry and practice. Graduate Certificate programs are also appropriate for those who possess an undergraduate degree and are seeking to obtain the fundamentals in the considered field of study. Many of the earned credits can also be counted toward a related master's degree program, if the student is interested in and accepted to the program at a later time. Below is a description of the various SHSS Graduate Certificate programs.

### Graduate Certificate in Conflict Analysis & Resolution

The Graduate Certificate in Conflict Analysis & Resolution offers students the fundamentals of conflict resolution and practice. It is intended to meet the needs of those individuals who seek introductory graduate training in conflict resolution. It may also be appropriate for professionals who have already earned a graduate degree in their professional field, but who would benefit from academic study of applications of conflict analysis & resolution in their current profession.

The Graduate Certificate in Conflict Analysis & Resolution consists of eight courses (24 credits), which include conflict resolution theory and practice skills. Students who decide to continue their studies in conflict resolution may apply these credit hours toward the M.S. in Conflict Analysis & Resolution if accepted to the program.

The Graduate Certificate in Conflict Analysis & Resolution is offered in both residential and distance learning formats. These flexible formats allow mid-career working adults and those unable to attend the residential program, to study conflict resolution in a creative, rigorous, and structured fashion. Students enrolled in the distance learning program participate in Residential Institutes on the main campus twice per year, as well as online Web-based courses.

Students may enroll full or part time, taking three to nine credit hours per term. Students who attend full-time can expect to complete the program in 10 months. Part-time students will complete the program in 19 months. Summer attendance is mandatory.

#### **Degree Plans**

Below is a sample of a degree plan for a full-time student who begins their studies in Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

***Degree Plan: 24 credits hours***

	<b>Fall (September)</b>	<b>Winter (January)</b>	<b>Summer (April)</b>
<b>Year 1</b>	CARM 5000: Foundations and Development of Conflict Resolution  CARM 5040: Human Factors  CARM 6120: Culture and Conflict	CARM 5020: Theories & Philosophies of Conflict and Peace  CARM 5100: Mediation Theory and Practice  CARM 6140: Facilitation Theory and Practice <b>(online program)</b>  CARM 66__: Elective <b>(on-campus program)</b>	CARM 6000: Organizational Conflict: Theory & Practice  CARM 6140: Facilitation Theory and Practice <b>(on-campus program)</b>  CARM 66__: Elective <b>(online program)</b>  <b>Graduation and Celebration</b>

**Graduate Certificate in Family Systems Health Care**

The Graduate Certificate in Family Systems Health Care offers students the fundamentals of the application of systemic family theories and applications in health care settings. The Graduate Certificate in Family Systems Health Care is appropriate for professionals who have already earned a graduate degree in their professional field and who would benefit from academic study of applications of family systems in health care settings. It is also intended to meet the needs of those individuals who have completed graduate studies in family systems or related fields and seek introductory training in systems thinking and how to utilize this training in various health care settings.

The Graduate Certificate in Family Systems Health Care focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. This program prepares professionals to offer systemic thinking in a variety of settings, including private practices, hospitals, community clinics, primary care/specialists' offices, health care and managed care agencies and organizations.

Specific areas of study include adjustment patterns of patients and their families to chronic and acute illnesses; models of integration and collaboration among medical systems and other health care professionals; the role of the family health care provider in the continuum of services; the politics and economics of health care; understanding human systems in health care; and brief interventions and systemic assessments useful in the treatment and care of patients, their families, and interactions within the health care milieu.

The Graduate Certificate in Family Systems Health Care consists of eight courses (24 credits), which include biopsychosocial and systemic theories, relationship skills, professional issues, and health care systems. The program is offered in a distance learning format, and some courses may also be available in a residential format. This flexible format allows mid-career working adults, and those unable to attend on-campus programs, to study in a creative, rigorous, and structured fashion. Residential students

can take Practicum I and II to further apply their clinical and relational skills at a health care internship site.

Students may enroll full or part time, taking three to nine credit hours per term. Students who attend full time can expect to complete the program in one year.

### **Degree Plans**

Below is a sample of a degree plan for a full time student who begins studies in the Fall term. Degree plans will be modified based on a student's enrollment date and pace of study. To complete the requirements for the Graduate Certificate in Family Systems Health Care, students must take 3 courses with prefix SFTM and 5 courses with prefix FSHC. Additional electives can be taken with the approval of the Department Chair.

### ***Degree Plan: 24 credit hours***

	<b>Fall (September)</b>	<b>Winter (January)</b>	<b>Summer (April)</b>
<b>Year 1</b>	<p>SFTM 5310: Introduction to Systems Theory</p> <p>FSHC 5300: Integration and Collaboration Among Health Care Systems</p> <p>FSHC 6400: Understanding Human Systems in Health Care Settings</p>	<p>SFTM 5321: Theories of Marital &amp; Family Therapy</p> <p>FSHC 5000: Family Systems Health Care I</p> <p>FSHC 5500: Politics and Economics of Health Care Systems</p>	<p>FSHC 5010: Family Systems Health Care II</p> <p>SFTM 6320: Assessment in Marital &amp; Family Therapy</p> <p><b>Graduation and Celebration</b></p>

## **Graduate Certificate in Health Care Conflict Resolution**

The Graduate Certificate in Health Care Conflict Resolution (HCCR) offers students the fundamentals of the application of conflict resolution in health care settings. The Graduate Certificate in HCCR is appropriate for professionals who have already earned a graduate degree in their professional field, but who would benefit from academic study of conflict resolution and its usage in health care systems. It is also intended to meet the needs of those individuals who have completed undergraduate studies and seek introductory graduate training in health care conflict resolution. The Graduate Certificate in HCCR focuses on the complex interactions between patients, families, health care provider systems, communities, and society at large. In their course work, students and professionals are taught the essentials of biopsychosocial theory, practice, and collaboration. Courses cover a variety of important topics such as the relationship between politics, economics, and health care; alternative and traditional health care delivery systems; medical conditions throughout the life cycle and their impact on patients and their families, including possible areas of conflict; human systems in health care settings, public health, and bereavement and loss across cultures which also focuses on end-of-life decisions. HCCR collaborates with the NSU programs in public health and allied health.

The Graduate Certificate in HCCR consists of eight courses (24 credits), which include biopsychosocial and systemic theories, practice skills, professional issues, and health care systems. The program is offered in both residential and distance learning formats. These



flexible formats allow mid-career working adults and those unable to attend the on-campus program, to study in a creative, rigorous, and structured fashion. Students enrolled in the online program participate in Residential Institutes on the main campus twice per year, as well as online Web-based courses.

Students may enroll full or part time, taking three to nine credit hours per term. Students who attend full-time can expect to complete the program in 10 months. Part-time students will complete the program in 19 months. Summer attendance is mandatory.

### **Degree Plans**

Below is a sample of a degree plan for a full-time student who begins their studies in the Fall term. Degree plans will be modified based on a student's enrollment date and pace of study. To complete the requirements for the Graduate Certificate in HCCR, students must take 3 courses with prefix CARM and 5 courses with prefix HCCR.

#### ***Degree Plan: 24 credits hours***

	<b>Fall (September)</b>	<b>Winter (January)</b>	<b>Summer (April)</b>
<b>Year 1</b>	CARM 5000: Foundations and Development of Conflict Resolution  HCCR 5300: Integration and Collaboration Among Health Care Systems  HCCR 6400: Understanding Human Systems in Health Care Settings	CARM 5040: Human Factors  HCCR 5000: Health Care Conflict Resolution I  HCCR 5500: Politics and Economics of Health Care Systems	CARM 6000: Organizational Conflict: Theory and Practice  HCCR 5010: Health Care Conflict Resolution II  <b>Graduation and Celebration</b>

## **Graduate Certificate in Peace Studies**

The Graduate Certificate Program in Peace Studies offers interdisciplinary graduate studies for life-long learners who want to become familiar and skilled in the discourse of peace studies. This program offers an opportunity to gain a broad understanding of various aspects of peace building and conflict resolution skills. Areas of study include the history and theory of international and domestic conflict; the political, economic, cultural, and social roots of such conflict; the causes and conduct of warfare; violence prevention; and global institutions for the resolution of conflict.

The Graduate Certificate Program in Peace Studies seeks to: 1) apply an interdisciplinary approach to understanding the field of peace building and peace studies; 2) provide an opportunity for students to engage in significant study and practice within the field; and 3) prepare students for professional positions in the fields of peacemaking and peace studies. The Peace Studies program focuses on a broad range community and global issues including social oppression, economic exploitation, peace keeping, peace making, peace building, peace education, civil rights, conflict resolution, violence prevention and intervention, social justice, social change and community advocacy, to name a few. The programs in Peace Studies serve as an academic catalyst for applied research, theoretical development, and the use of culturally informed methods for transforming oppressive

situations. Students are trained to identify, assess, and create interventions that respond to the desire for justice and peace.

The Graduate Certificate in Peace Studies is appropriate for those who seek graduate training in peace studies as well as those who have already earned a degree in their professional field but would benefit from academic training in the applications of peace studies to their current professions. The Graduate Certificate program collaborates closely with our sister programs in Conflict Analysis & Resolution and Family Therapy.

The Graduate Certificate is a 24-credit program. Students can tailor the Graduate Certificate to their interests. The program is offered in both residential and distance learning formats. These flexible formats allow mid-career working adults and those unable to attend the on-campus program, to study in a creative, rigorous, and structured fashion. Students enrolled in the online program participate in Residential Institutes on the main campus twice per year, as well as online Web-based courses.

Students may enroll full or part time, taking three to nine credit hours per term. Students who attend full-time can expect to complete the program in 10 months. Part-time students will complete the program in 19 months. Summer attendance is mandatory.

### **Degree Plans**

Below is a sample of a degree plan for a full-time student who begins their studies in the Fall term. Degree plans will be modified based on a student's enrollment date and pace of study. To complete the requirements for the Graduate Certificate in Peace Studies, students must take 12 credits of electives (4 courses) approved by the department as Peace Studies curriculum.

#### ***Degree Plan: 24 credits hours***

	<b>Fall (September)</b>	<b>Winter (January)</b>	<b>Summer (April)</b>
<b>Year 1</b>	CARM 5000: Foundations and Development of Conflict Resolution  CARM 6120: Culture and Conflict  CARM 6170: Violence Prevention & Intervention	CARM 5020: Theories and Philosophies of Conflict and Peace  Elective #1  Elective #2	Elective #3  Elective #4  <b>Graduation and Celebration</b>

## **Graduate Certificate in College Student Personnel Administration**

Our programs in College Student Personnel Administration (CSPA) prepare students for many professions related to Student Affairs in college, university, and community settings. We focus on training Student Affairs professionals who take a humanistic, learner-centered approach in their work as change agents within the university and the larger society.

The program explores important topics in the field of Student Affairs such as conflict resolution, diversity, student development, student services, judicial affairs, administration, on-campus and campus life, Greek affairs, peer counseling, and crisis

intervention, to name a few. Students examine the current trends and historical approaches in higher education, as well as future needs for effective student affairs practices in the 21<sup>st</sup> century.

The Graduate Certificate appropriate for those who seek graduate training in CSPA, as well as those who have already earned a degree in their professional field but would benefit from academic training in the applications of college student personnel administration to their current professions.

The programs in CSPA seek to: 1) apply an interdisciplinary approach to understanding the field of Student Affairs; 2) provide an opportunity for student to engage in significant study and practice within the field; and 3) prepare students for professional positions in the field of Student Affairs.

The programs in CSPA collaborate closely with our sister program in Conflict Analysis & Resolution and the University's Division of Student Affairs. The Division of Students Affairs serves as a host site for practicum and other hands-on training opportunities. Paraprofessional graduate assistantships are available for those qualifying for the program both in the on-campus and online formats.

The Graduate Certificate in CSPA consists of eight courses (24 credits). Students who decide to continue their studies may apply these credit hours toward the M.S. and Ph.D. programs in Conflict Analysis & Resolution if accepted to the program.

The Graduate Certificate in College Student Personnel Administration is offered in both residential and distance learning formats. These flexible formats allow mid-career working adults and those unable to attend the on-campus program, to study conflict resolution in a creative, rigorous, and structured fashion. Students enrolled in the online program participate in Residential Institutes on the main campus twice per year, as well as online Web-based courses.

Students may enroll full or part time, taking three to nine credit hours per term. Students can expect to complete the Graduate Certificate program in 15 months. Summer attendance is mandatory.

### **Degree Plans**

Below is a sample of a degree plan for a full-time student who begins their studies in Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

#### ***Degree Plan: 24 credits hours***

	<b>Fall (September)</b>	<b>Winter (January)</b>	<b>Summer (April)</b>
<b>Year 1</b>	CARM 5000: Foundations and Development of Conflict Resolution  CARM 5040: Human Factors  CSPA 5001: The 21 <sup>st</sup> Century College Student	CARM 5100: Mediation Theory & Practice  CSPA 5002: Current Issues & Trends in CSPA	CSPA 5003: The College Student and the Law
<b>Year 2</b>	CARM 6130: Practicum I		<b>Graduation and</b>

	CSPA 5004: Administration & Supervision in CSPA		<b>Celebration</b>
--	---	--	--------------------

### **Practicum**

To complete the Graduate Certificate in College Student Personnel Administration, students must complete a total of 65 hours of practicum. Students are responsible for documenting their practicum hours, and must have these hours verified and signed by an on-site supervisor. Practicum must be passed with a grade of "B" or better. The practicum experience is designed to provide students with an experiential opportunity to utilize College Student Personnel Administration methodology and theory within an educational setting. Students will have the opportunity to apply theoretical concepts within a practical framework.

Practicum provides a placement for the student to develop and refine practitioner skills. Using the Practicum experience, students have the opportunity to apply theoretical concepts within a practical framework under the supervision of an on-site supervisor. The Director of Practicum and Field research will work with you to establish a placement suited to your interests, if possible. Additionally, the student is encouraged to explore and initiate a Practicum setting specific to their own individual interests. If students find an appropriate site, the Practicum Director will assist the student in calling the site and negotiating for a placement.

Additionally, the student will attend a Practicum class with course work and faculty supervision. The student must receive contractual approval from both the Practicum Director and the agency on-site supervisor before beginning the required Practicum hours. The student is responsible for documenting Practicum hours and receiving supervisor approval.

The practice component of the student's Practicum is evaluated by the on-site supervisor each term; this evaluation is combined with the classroom performance and course requirements and converted into a final overall grade by the Practicum Faculty.

Although employment opportunities may develop from Practicum placements, students may not be paid for Practicum hours until the required number of hours is completed and grades assigned for the Practicum courses. All students are automatically covered by liability insurance provided by the University during their Practicum practice; this coverage is included in student registration fees and covers Practicum, as well as any other, training, or consulting experiences the student may become involved in during the course of their program.

Practicum experience abroad is subject to a different set of policies and procedures. Information about practicum is accessible at <http://shss.nova.edu/DCAR/practicum.html>.

## Graduate Certificate in Family Studies

The Graduate Certificate in Family Studies is designed to train individuals who want to work with families in a variety of contexts: as educators, community organizers, legal professionals, child-care workers, or EAP counselors. Human Relations professionals, business managers or supervisors, among many others, would also benefit from the application of systemic family principles to their efforts. The curriculum includes coursework on systemic thinking in family studies, topics in human and family systems development, gender issues, sexuality issues, violence in the family, and diversity issues.

This program takes advantage of our school's unique access to a multidisciplinary faculty, incorporating coursework in peace studies, violence prevention, consultation, school systems, and business systems. Our multidisciplinary approach prepares students to apply knowledge about family systems directly to their work environment and demands.

The Graduate Certificate Program in Family Studies is a 24 credit hour program (8 courses). Students who decide to continue their studies in Family Therapy may apply some of these credit hours toward the M.S. or Ph.D. in Family Therapy if accepted to the program.

Students may enroll full or part time, taking three to nine credit hours per term. Students can expect to complete the Graduate Certificate program in 10-15 months depending on the pace of study. Summer attendance is mandatory.

### **Degree Plans**

Below is a sample of a degree plan for a full-time student who begins their studies in the Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

#### ***Degree Plan: 24 credit hours***

	<b>Fall (September)</b>	<b>Winter (January)</b>	<b>Summer (April)</b>
<b>Year 1</b>	SFTM 5310: Introduction to Systems Theories  SFTM 6331: Diversity in Human & Family Development  SFTM 5320: Introduction to Marital & Family Therapy <b>OR</b> FSHC 6400: Understanding Human Systems in Health Care Settings	SFTM 5311: Substance Abuse/Addiction and Critical Issues in Systems Theory  SFTM 5350: Research in Marital & Family Therapy	SFTM 6332: Human Sexuality and Gender  SFTM 6320: Assessment in Marital & Family Therapy  SFTM 6560: Couples' Therapy  <b>Graduation and Celebration</b>

## Graduate Certificate in Advanced Family Systems

The Graduate Certificate in Advanced Family Systems (AFS) is designed for people who are looking to expand their general and theoretical knowledge of current systems based intervention practices. Students who complete the Graduate Certificate will receive doctoral level exposure to both theories and techniques of intervening in relationship systems. This knowledge can be applied across a diverse range of settings or situations where knowledge and skills in understanding and managing human relationship systems is necessary.

The Graduate Certificate Program in Advanced Family Systems Family is a 24 credit hour program (8 courses). Students who decide to continue their studies in Family Therapy may apply these credit hours towards the Ph.D. in Family Therapy or the Doctorate of Marriage and Family Therapy (DMFT) once accepted to the program.

Students can expect to complete the Graduate Certificate program in 10-15 months depending on the pace of study. Summer attendance is required.

### **Degree Plans**

Below is a sample degree plan for a full-time student who begins their studies in the Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

#### ***Degree Plan: 24 credit hours***

<b>Fall (September)</b>	<b>Winter (January)</b>	<b>Summer (April)</b>
AFS 5010: Solution-Focused Therapy	AFS 5020: Narrative-Based Therapy	AFS 7311: Human Sexuality and Gender
AFS 5030: Bowenian Family Systems	AFS 5040: Ericksonian-Based Therapy	AFS 6430: Systems Inquiry Through Qualitative Means
	AFS 5110: Language Systems	AFS 6310: Supervision and Teaching
		<b>Graduation and Celebration</b>

## Graduate Certificate in Family Ministry

The Graduate Certificate in Family Ministry is designed specifically for degreed laypersons and professionals in the spiritual community (i.e., churches, synagogues, mosques, temples, parishes, etc.) who are seeking to expand their knowledge of family therapy and family systems theories to enhance their current counseling ministries.

Students enrolled in the program will enrich their understanding of a systemic framework, learn how to use systems/relational models of family therapy to augment their counseling skills, and implement a systemic approach to counseling within various settings and across populations.

The primary focus of the certificate program is to assist spiritual leaders in the area of counseling with emphasis on family problems, divorce and separation, parenting problems, marital counseling, child or spouse abuse, counseling singles, sexual concerns, remarriage/stepfamily, and premarital counseling. The program's approach to families and relationships places emphasis on broadening practitioners' perspective and increasing the possibilities for change.

The Graduate Certificate in Family Ministry is a 24 credit hour program (8 courses) that is offered in a distance learning format. However, students are required to attend one Clinical Institute, a five-day, on-campus, intensive program providing students with hands-on clinical practice and live supervision. The Clinical Institute is scheduled each year in February and October.

Students may enroll full or part time, taking three to nine credit hours per term. Students can expect to complete the Graduate Certificate program in 10-15 months depending on their pace of study. Summer attendance is required.

### **Degree Plans**

Below is a sample of a degree plan for a full-time student who begins their studies in the Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

#### ***Degree Plan: 24 credit hours***

<b>Fall (September)</b>	<b>Winter (January)</b>	<b>Summer (April)</b>
CFM 5310: Introduction to Family Systems	SHSS 6620: Academic Writing	Elective #1
CFM 5320: Introduction Pastoral Care	CFM 6332: Human Sexuality Counselors	Elective #2
CFM 6331: Diversity in Human Systems and Relationships	CFM 6330: Applied Family Ministry	CFM 6330: Applied Family Ministry
CFM 6330: Applied Family Ministry		<b>Graduation and Celebration</b>

## **ABOUT OUR GRADUATE MINORS**

Graduate minors foster pluralistic academic exposure and intellectual exchange. Many fields have become multidisciplinary and multi-professional. From a career angle, employers nowadays look for well-versed, well-rounded, versatile employees who can deal with ever-changing, multidimensional marketplaces. Graduate minors are areas of inquiry supplemental to the major graduate studies connected with other disciplines or professions. Graduate minors consist of 12 credits over and above a student's major program requirements. The graduate minors are obtainable for NSU graduate students in good academic standing, pending class seat availability. Please visit the website at [http://shss.nova.edu/Academic\\_Programs/GradMinors/index.htm](http://shss.nova.edu/Academic_Programs/GradMinors/index.htm)

### **Graduate Minor in Conflict Resolution Studies**

Offered through the Department of Conflict Analysis and Resolution (DCAR), the graduate minor in Conflict Resolution Studies emphasizes the theories and philosophies of disputing, justice, equity, and nonviolence. It is designed to introduce knowledge of the conflict resolution field and to provide foundations for academic and professional growth. It is offered in both a residential and distance learning format. The DCAR graduate minor is designed for non-major students who are interested in getting a foundational exposure to the conflict resolution field. Applicants from any disciplinary or professional backgrounds are welcome.

#### **Curriculum (12 credits):**

##### *REQUIRED*

CARM 5000: Foundations & Development of Conflict Resolution & Peace

CARM 5040: Human Factors

##### *CHOOSE TWO:*

CARM 5020: Theories & Philosophies of Conflict

CARM 5100: Mediation Theory & Practice (Prerequisite: CARM 5000 and 5040)

CARM 5140: Negotiation Theory and Practice (Prerequisite: CARM 5000 and 5040)

CARM 6000: Organizational Conflict: Theory and Practice (Prerequisite: CARM 5000, 5040)

CARM 6120: Culture and Conflict: Cross-Cultural Perspectives

CARM 6170: Violence Prevention and Intervention (Prerequisite: CARM 5000)

### **Graduate Minor in Family Systems**

The Graduate Minor in Family Systems in the Department of Family Therapy (DFT) is designed to introduce students to systems theory and how it is used to help individuals, couples, and families. Students taking this minor are prepared to better understand how family dynamics play a role in shaping individual and group behaviors in and outside of clinical settings. The courses are designed to familiarize students with some of the core concepts associated with systemic approaches to facilitating interpersonal change and development. Students will have a better understanding of how a systemic approach to interpersonal relationships can benefit families, communities, and large social systems.

#### **Curriculum (12 credits):**

##### *REQUIRED*

SFTM 5310 - Introduction to Systems Theories

SFTM 5320 - Introduction to Marital and Family Therapy

SFTM 5321 - Theories of Marital and Family Therapy

##### *CHOOSE ONE*

SFTM 6331 – Diversity in Human and Family Development

SFTM 6332 - Human Sexuality and Gender

SFTM 6374 – Human Development and Individual/Group Psychotherapy

### **Graduate Minor in Information Systems**

The Graduate Minor in Information Systems in the Graduate School of Computer and Information Systems (SCIS) focuses on technological foundations and application related to information systems including areas such as database systems, human-computer interaction, telecommunications and computer networking, computer security, electronic



commerce, decision support systems, multimedia systems, and project management. It is designed to give students a broad knowledge of the discipline and to develop skills applicable to the solution of complex real-world problems. Courses are offered in both a residential and distance learning format. The graduate minor is intended for students who are comfortable with computer applications and use of the Internet and the World-Wide Web. Students should have knowledge and significant experience in computer applications (PC applications should suffice) and experience with the Internet.

**Curriculum (choose 4, 12 credits):**

MMIS 620: MANAGEMENT INFORMATION SYSTEMS  
MMIS 621: INFORMATION SYSTEMS PROJECT MANAGEMENT  
MMIS 623: LEGAL AND ETHICAL ASPECTS OF COMPUTING  
MMIS 630: DATABASE SYSTEMS  
MMIS 652: COMPUTER SECURITY  
MMIS 653: TELECOMMUNICATIONS AND COMPUTER NETWORKING  
MMIS 654: ELECTRONIC COMMERCE ON THE INTERNET  
MMIS 671: DECISION SUPPORT SYSTEMS  
MMIS 680: HUMAN-COMPUTER INTERACTION  
MMIS 681 - MULTIMEDIA SYSTEMS

## **ABOUT OUR DUAL DEGREE PROGRAM**

**M.S. in Conflict Analysis & Resolution/J.D.  
OR  
Ph.D. in Conflict Analysis & Resolution/J.D.**

The Department of Conflict Analysis & Resolution will accept credits from the J.D. program offered through the Shepard Broad Law Center at NSU and apply them towards the M.S. or Ph.D. in Conflict Analysis & Resolution. The M.S. in Conflict Analysis & Resolution will accept 9 credits from the law program, and the Ph.D. program will accept 6 credits. Students must complete both programs in order to obtain the dual credits.

Students must seek admission independently to both the Department of Conflict Analysis Resolution housed in SHSS and the Shepard Broad Law Center.

## **ABOUT SHSS-BASED EXPERIENTIAL TRAINING AND COMMUNITY SERVICES**

### **The Brief Therapy Institute**

The Brief Therapy Institute (BTI) is South Florida's primary training center for brief counseling and family therapy, as well as the community service provider for the Department of Family Therapy. Since 1988, BTI has provided affordable, innovative, culturally-sensitive counseling services to thousands of tri-county residents of diverse ethnic and cultural backgrounds, religious affiliations, and sexual orientation.

Located in the Maltz Building on NSU's main campus, BTI offers individuals, couples, and families a sliding-fee schedule, convenient times for appointments, and quick access to therapeutic treatment.

Much of the therapy at BTI is provided by practicum teams, each comprised of an AAMFT-approved faculty member and up to six graduate-student therapists. As one of the team members—a designated primary therapist—works directly with the clients, the others join the supervisor in an observation room behind a one-way mirror. The two rooms are connected by telephone, so, as the session proceeds, the supervisor and team may call the therapist, make observations and pose questions.

Such "live supervision" of cases serves multiple purposes. The primary therapist receives ongoing, immediate feedback on his or her work. Team members behind the mirror are able to experience the session without having to conduct it, allowing them to learn from an intense, but non-demanding perspective. The supervisor is able to see clearly what the therapist is doing and how the clients are responding, making it possible to offer clear and relevant support and direction. And the clients are able to receive cutting-edge, non-pathologizing therapeutic involvement from committed professionals, helping them to resolve personal problems and interpersonal conflicts.

Our advanced doctoral students have an opportunity to participate in a more independent practicum which offers more flexibility for scheduling and seeing clients while still working with a supervisor and team.

A wide variety of individuals, couples, and families are seen at BTI. We have worked closely with our community service providers to become a therapeutic resource for children and families facing, for example, school-related issues, reunification, substance abuse challenges, and other therapeutic issues.

Please visit <http://shss.nova.edu/BTI/> for more information about BTI.

### **Community Resolution Services**

Community Resolution Services (CRS) offers trainings and workshops, as well as mediation and facilitation services, to individuals, families, groups, and agencies to resolve conflicts on the NSU campus and out in the broader community. The largest practicum site for DCAR students at SHSS, CRS supports students who intend to enhance their skills and who want to participate in projects and activities rich with prospects for professional development. It also offers needed services to the community, at either no cost or based on a sliding fee scale. This enables our underserved community members to access and participate in conflict resolution services.

CRS offers professional opportunities in the community for students who want to practice mediation, facilitation, reconciliation, consensus building, policy dialogs, and training delivery beyond the classroom. It also offers opportunities for faculty to mentor students while enhancing their own practice skills.

CRS maintains four primary outreach service projects:

1. The Community Mediation Project reaches out to our local communities, and provides mediation to disputing parties, facilitation and dispute resolution consultation for groups and organizations, and workshops and training for groups and the public. This helps disputing parties:
  - Identify key issues and concerns
  - Develop options, alternatives and solutions that will best meet everyone's needs
2. The VOICES Family Outreach Project helps families struggling with low to moderate levels of conflict and provides mediation and follow-up family education to address needs the family has identified in mediation. This encourages families to:
  - Address family relationship difficulties
  - Learn to communicate and resolve differences in non-violent ways
  - Access other needed NSU and community services
3. The Campus Conflict Resolution and Mediation Program offers services to students, student groups, and student organizations throughout all NSU academic divisions, providing mediation, coaching, facilitation, workshops, and training. This assists students to:
  - Deal with diversity issues
  - Resolve conflicts between students
  - Establish and expand strong student organizations
  - Enhance student leadership skills

This program also works collaboratively with the Office of Student Affairs to provide mediation for undergraduates in the residence halls in order to help students:

Adjust to residence hall and other living situations  
Get along with roommates

4. Peace Place is a collaboration between DCAR and the Broward County Library System. DCAR faculty and students give scholarly talks, as well as presentations, discussions, and workshops of interest to families, communities, and groups related to conflict resolution and peace studies. The library provides a public forum and DCAR uses Peace Place as an opportunity to share important research, information, and conflict resolution skills with the community.

Please visit <http://shss.nova.edu/CRS/> for more information about CRS.

### **Students United With Parents and Educators to Resolve Bullying**

SUPERB is a project supported by a targeted gift from Jeremy and Sharon Ring to the Graduate School of Humanities and Social Sciences for the development of a school based anti-bullying program. The project helps to support two doctoral level graduate assistants from the Department of Family Therapy (DFT) and the Department of Conflict Analysis and Resolution (DCAR). The program is being piloted in 13 schools throughout Broward County, and is a training site for 14 Master's level interns from both DFT and DCAR. The interns are learning to implement the SUPERB curriculum in classrooms in the elementary grades, and they are organizing interested student groups in both the middle and high schools as well. The project is an excellent opportunity for students in both programs to work together cooperatively and collaboratively in implementing systems based solutions to difficult social problems.

To learn more about SUPERB, click on the organization web site at:  
[www.nochildfearschool.com](http://www.nochildfearschool.com)

### **Civility Project**

Conflict, if managed effectively, can produce constructive change and transformation. The Civility Project provided services to help create more effective governance practices for a civil society by better addressing governmental and organizational issues. Our services and resources can promote collaboration and civility in your workplace. Civility is the foundation for communication, trust, and responsibility. This dynamic quality guides everyone to the right decision because civility promotes conflict resolution, better decision making, and effective organization processes.

Please visit <http://shss.nova.edu/civility/> for more information.

### **Project on Culture and Creativity in Conflict and Peacebuilding**

The objectives of this Project are (a) to promote research, theory-building, education, and outreach on the role of cultural production and narratives in conflict processes, (b) to generate dynamic conversations and exchange between the humanities and conflict resolution, and (c) to establish an identifiable concentration within the conflict resolution field on the role of creativity and culture in conflict and peacebuilding.

The "Project on Creativity and Culture in Conflict and Peacebuilding" addresses the role of cultural production and narratives (e.g., oral testimony, popular expressive traditions, literature, public folklore, mass media, photography, theater, music, mural painting) in (a) the escalation of social conflicts, (b) resistance to oppression, and (c) the practice of peacebuilding. Social conflicts are broadly conceived to encompass conflicts at various

levels--between states, within states, and within communities. Also of interest are social divisions characterized by lack of mutual recognition, inequality, and/or oppression--for example, divisions along the lines of ethnicity, gender, sexuality, social class, or global regions.

Please visit <http://shss.nova.edu/pcccp/> for more information.

## ABOUT OUR STUDENT SERVICES

### **Faculty Mentors**

Each new student is assigned a faculty mentor. Students should meet with their mentor periodically. The faculty mentor is an important resource for students' professional development. Questions, frustrations, or constructive concerns regarding a classroom experience or the program in general, should be discussed with the mentor. The mentor advisor will protect students' anonymity if preferred, but may also bring student concerns to the department chair or to the faculty. Once a doctoral student selects his/her dissertation committee chair, that person automatically becomes that student's faculty mentor.

### **SHSS Student Association**

The SHSS Student Association (SHSS SA) is an organization whose goal is to unify the student body by building learning communities through social activities, academic events, and clubs, etc. The SHSS SA consists of the Executive Board (President, Vice-President, Treasurer, and Secretary) and Representative Council (Student Representatives from each department, International Student Representative, Online Student Representative). Elections are held in March for these offices. A SHSS faculty member serves as SA Advisor. Please visit <http://shss.nova.edu/sa>.

### **Graduate Assistantships**

The DFT and the DCAR each offer some graduate assistantships (GA) for doctoral students. Graduate Assistant (GA) positions will be offered for one academic year, commencing with the start of the fall term and ending with the last date of the summer term. GAs must be enrolled as full time students in an on-campus degree program at the SHSS, maintain a minimum 3.0 GPA, and remain otherwise in good academic standing. The GA's duties may include but will not be limited to assisting the faculty member in developing and conducting research, preparing and facilitating grants and contracts, conducting research relevant to course preparation, and community outreach. Positions will be for a maximum of 20 hours per week. Compensation will be awarded as a stipend of \$10,000 for the academic year (payable bi-weekly in 20 pay periods at \$500 per pay date). Note that this stipend award is subject to the availability of funds in the budget. Continuation of the assistantship may be reviewed after each term based on the student's academic performance and performance as a GA.

Students enrolled in the programs in College Student Affairs are eligible for GA positions through NSU's Division of Student Affairs. Compensation for these positions is room, board, tuition waiver, and a stipend. GA's in these positions work closely with the Dean of Student Affairs and other campus life administrators. Please visit <http://www.nova.edu/cwis/studentaffairs/> for more information.

### **Scholarships**

Students are encouraged to seeking internal and external scholarships. SHSS provides an online database of organizations that fund social science and humanities programming and research. Please visit <http://shss.nova.edu/SFSP/> for more information.

In addition, NSU has several scholarship programs administered through the Office of Student Financial Assistance.

Please visit <http://www.nova.edu/cwis/finaid/scholarships/index.html> for more information.

### **Career Development Program**

SHSS is concerned not only with students' academic progress, but also with their career development. Whether a student is a master's student newly graduated from college or a doctoral student with significant professional experience, his or her career objectives and goals will likely change during this program as opportunities increase. Our Career Development Program (CDP) is an onsite resource to help students discover professional applications of their specialty.

Students' academic studies will expose them to theories and concepts that may prompt them to see themselves in professional areas that had never been considered before; maybe had never even heard of before. If a student is uncertain of the best way to obtain information about new career possibilities or how to best link electives and practicum opportunities to this goal, the CDP can provide the support needed through its informative resources.

The family therapy field is expanding into business consultation, health care administration, social services, and other areas beyond the traditional arena of private practice and education. And unlike disciplines whose graduates pursue a limited number of career choices, the conflict resolution field touches almost every professional arena. Opportunities exist in areas such as business, law, education, science, public administration, government, social services, community organizations, and the arts and entertainment. Students can work for a large or small organization, in the public or private sectors, or as an individual consultant and/or private practitioner. Our students have many creative options, but there is much to learn about these options.

Students' previous educational, professional, community, and volunteer experiences, coupled with their own unique personality, style, and people skills, will point toward specific opportunities. The student's career development plan is therefore a unique design with specialized long- and short-term objectives and goals. The student's goals today will likely be different from the goals he or she will have a few years from now, so this plan must be fluid and must reflect the student's academic and professional growth.

The Career Development Program offers periodic workshops in aptitude identification, resume writing, and interviewing techniques in collaboration with NSU's Career Services. Career Cafes are opportunities to meet practitioners and learn more about specific career paths and opportunities. We bring in local professionals for brown bag lunches or pre-class seminars and serve as a conduit between students in the center and NSU's Career Services. The CDP maintains hyperlinks, resource lists, references to helpful books and periodicals, and maintains current information about jobs, internships, and volunteer opportunities. You may visit the Career Development Program on the World Wide Web at: <http://shss.nova.edu/CDP>.

### **SHSS Online**

In an effort to offer students, graduates, faculty, and staff members greater access to important information, SHSS provides a comprehensive World Wide Web homepage (<http://shss.nova.edu>), which contains all the necessary information. The SHSS Web pages are home to a number of unique online resources created and developed here at the school. The following is a list sites that students may find useful and interesting:

- Scholarships/Fellowships Search Program: <http://shss.nova.edu/SFSP>
- Career Development Program: <http://shss.nova.edu/CDP>
- SHSS Dialogs: <http://www.nova.edu/shss/dialogs/>
- Brief Therapy Institute: <http://shss.nova.edu/BTI>
- Community Resolution Services: <http://shss.nova.edu/CRS>
- The Civility Project: <http://shss.nova.edu/civility/>
- Project on Culture and Creativity in Conflict and Peacebuilding: <http://shss.nova.edu/pcccp>
- Employment Opportunities at SHSS: <http://shss.nova.edu/AboutSHSS/employ.htm>
- NSU Distance Library Services: <http://www.nova.edu/library/eleclib/>
- NSU Computer Help Desk: <http://www.nova.edu/help/>

### **Student Evaluation of Classes and Practica**

At the end of each term, students are given the opportunity to provide the program with their comments about the courses they took. The student's anonymity is strictly protected in the following ways: a) no names are required on the evaluation; b) all evaluations are completed on a secure website; c) faculty members do not receive summaries of the evaluations until after grades have been submitted to the registrar. Student feedback is welcomed and considered very valuable.

## ABOUT OUR ACADEMIC POLICIES

### **Residency Requirements, Time Limits, and Leave of Absence**

Doctoral students must complete degree requirements within seven calendar years. Students can petition for a maximum of three one-year extensions. These extensions will be made on a year-to-year basis and will be awarded at the discretion of the faculty. Consideration for determining whether an extension will be based on ongoing progress towards dissertation and the extenuating circumstances. If all program requirements are not completed within 10 years, the student will be dropped from the program. Leaves of absence taken during the course of the program do not automatically extend the seven year deadline.

Master's and Graduate Certificate students must complete degree requirements within five calendar years. If after five years a student has not yet graduated, he or she will need to retake all courses for which he or she received transfer of credit. Each term thereafter the student will be responsible for the M.S. courses taken more than five years before that point in time. A one-year extension may be granted under extenuating circumstances. Leaves of absence taken during the course of the program do not automatically extend the five year deadline.

Distance learning students are required to attend 2 one-week long Residential Institutes per academic year. The Residential Institutes are held on the main campus.

Students are expected to be continuously enrolled until degree requirements are completed. If a student needs to discontinue studies, s/he must apply for a leave of absence. Any student who does not register and does not apply for a leave of absence will be considered withdrawn from the program. Withdrawn students need to petition for re-entrance into the program to which they were accepted.

### **Graduation Requirements**

Students must complete all degree requirements within the time limit. In addition, students must have a minimum 3.0 GPA at the time of completion. Students must not be in financial arrears with any office at NSU.

### **Transfer of Credit**

Credit hours may be accepted for transfer into the Ph.D. and M.S. programs. These must be graduate courses taken at regionally accredited colleges or universities. All courses to be transferred must be substantially equivalent to courses taught in the program to which the student is applying. Each applicant's submissions will be reviewed on an individual basis. There are no transfer credits given for electives.

To be considered for transfer of credit, students must submit an Application for Transfer of Credit, available online. The application must be supported with a catalog course description and the syllabi that document the content of the course(s). No more than two courses may be used to establish equivalence with a NSU course. To be considered for transfer of credit, courses must have been completed less than seven years prior to the beginning of the student's first term. Also, course grades must be "B" or higher.

Courses approved for transfer of credit are recorded on the student's NSU transcript.



Requests for transfer of credit must be completed before the end of the student's first term. No transfer of credits are accepted after a student's first term in the program.

The following is the maximum number of transfer credits accepted by each program:

- Ph.D. in Conflict Analysis & Resolution: 27 credits
- Ph.D. in Family Therapy: 21 credits
- Doctoral Degrees in Family Therapy: 21 credits
- M.S. in Conflict Analysis & Resolution: 9 credits
- M.S. in Family Therapy: 9 credits
- M.A. in Cross-disciplinary Studies: 12 credits

### **Adding/Dropping/Withdrawing from Classes**

Students may add a class after the registration period and before the first class meeting. After the first three hours of class meeting, a class may not be added without the consent of the class instructor.

Students may drop a class before the withdrawal date. Various refund periods are detailed on the Academic Calendar available at:

<http://shss.nova.edu/Downloads/PDF/all/AcademicCalendar.pdf>

Students may withdraw from a class up to a certain date. After the withdrawal date, students must receive a grade for the course. Withdrawal from a course shall lead to a W being placed for that course on the transcript. Consult the Academic Calendar for the withdrawal periods.

### **Auditing Classes**

Students wishing to audit a class may do so if there is space and with permission of the instructor. Students who are auditing a class may participate in class discussions, but will not be required to fulfill class requirements. Auditing students do not complete class assignments and do not receive academic credit for the class. An audit notation (AU) will appear on transcripts. Auditing fees equal 60% of the regular tuition cost of the course.

### **Cancellation of Classes**

The university reserves the right to cancel any class. If a class is cancelled and a replacement is not offered, students will receive a full refund of tuition paid for the cancelled class.

### **Incomplete Grades**

A student must make a formal, written request for an incomplete grade. Such requests, unless there is an unexpected medical emergency, must be approved before the last regularly scheduled class. A student may request an incomplete, noted as "I" on the student's transcript, for a period of one term only. The expected date of completion of the incomplete grade will be noted on the formal request form. An incomplete will be granted only if the student is maintaining a passing average on all work required for the course up to the point of the request for the incomplete. Students who have an outstanding incomplete grade or who have a failing average may not receive an additional incomplete. Students must discuss an I grade with the instructor and obtain the instructor's consent and signature before filing the Incomplete Grade Request Form.

Please note that the incomplete policies for various programs are different. For example, no incomplete grades are given for practicum courses in family therapy; however, DCAR offers consideration of an incomplete grade under extreme unexpected circumstances. The practicum handbook for each department offers accurate information about current policy.

The Incomplete Grade Request form includes a detailed description of the work that needs to be completed. Faculty members shall not be allowed to initiate I grades. They must assign a letter grade of F if a student has not filed an incomplete grade request form. At the end of the following term, if the work has not been completed, the incomplete grade will automatically be changed to an F.

Please visit <http://shss.nova.edu/Downloads> to obtain an Incomplete Grade Request form.

### **Academic Evaluation and Standards for Progress**

Course work will be evaluated according to the following criteria:

- A grade of **A** shall be earned for work of excellent quality.
- A grade of **B** shall be earned for work of good quality.
- A grade of **C** shall be earned for work of average quality.
- A grade of **D** shall be earned for work of poor quality.
- A grade of **F** shall be earned for work of failing quality.
- A grade of **W** shall be given any student who withdraws from a course.

Dissertation hours shall be graded in the following way: Pass, In Progress, No Progress, or Fail.

Attendance is required for all courses. Three or more unexcused absences during a classroom course will result in an automatic grade of F for the course. More than three unexcused absences during a practicum shall lead to a failure for the course. Grades of A or B are considered acceptable for graduate-level training. A grade of W shall not affect standing in a program. Any course with a grade of D or F must be repeated within one year for credit toward a degree or certificate program. Students must maintain a 3.0 GPA for graduation. Students who do not meet these requirements, or who cannot raise their GPA to a 3.0 after one year on academic probation, will be dismissed from the program.

### ***Probation and Dismissal***

Students shall be placed on academic probation when they receive a D or an F for a course, when they have more than two Cs, when they have more than two active incompletes, or when their GPA falls below 3.0. Academic probation is noted on the student's transcript.

All courses with D or F must be retaken within one year. If a student has more than two Cs, course(s) must be retaken within one year to reduce the number of Cs to two. Students with more than two active Is must resolve all incomplete grades within one term. Students who do not successfully resolve academic probation within one academic year will be dismissed from the program.

Students with more than one D or F at any time in the program will no longer be considered in good standing in the program. These students will be required to meet with the program Chair and faculty representatives in order to determine whether

the student will be allowed to continue in the program. The program reserves the right to dismiss such students from the program.

Students dismissed from the program may petition for readmission after one academic year. Such students will have their records examined by the program's administration. Upon approval, the student will be readmitted to the program in effect at that time. Only those courses with grades of B or better will be applied toward the degree. Dismissal for violations of professional ethical conduct will be final. Students dismissed for such conduct will not be considered for readmission to the program.

### **Code of Student Conduct Statement**

The university is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the university as defined by the university administration or with the rights of other members of the university cannot be tolerated. Students enrolling in the university assume an obligation to conduct themselves in a manner compatible with the university's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the university retains the power to maintain order within the university and to exclude those who are disruptive to the educational process.

**In support of the Code of Student Conduct, any violations of the Code of Student Conduct and Academic Responsibility and/or university policies and procedures may result in disciplinary action and/or criminal prosecution. Violations of academic and/or supplementary standards will be handled through the student's academic college, center, or school. Violations of conduct standards, supplementary standards, university policies, and/or procedures will be handled by the Office of the Dean of Student Affairs or by the individual academic college, center, or school as deemed appropriate.**

Changes to the Code of Student Conduct and Academic Responsibility will be posted on the Student Affairs Web site. Students are required to be familiar with the rules, policies, and Code of Student Conduct and Academic Responsibility.

### **Nova Southeastern University Statement of Student Rights and Responsibilities**

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to ensure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- the rights of personal and intellectual freedom, which are fundamental to the idea of a university

- scrupulous respect for the equal rights and dignity of others
- dedication to the scholarly and educational purposes of the university and participation in promoting and ensuring the academic quality and credibility of the institution

Students are responsible for obtaining, learning, and observing the established university and academic center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution, as well as those of Broward County, the state of Florida, as well as any other laws, rules, and/or regulations of other jurisdictions. All members of the community should inform the appropriate official of any violation of conduct regulations.

### **Email Policy**

In keeping with NSU policy the Graduate School of Humanities and Social Sciences (SHSS) requires its students to hold and regularly maintain one official university-assigned computer account that is used to access major computing resources, including email. Students must use their NSU email accounts when sending email to faculty and staff and must clearly identify their names and other appropriate information, e.g., course or program. When communicating with students via email, faculty and staff members will send mail only to NSU email accounts using NSU-recognized usernames. Students who forward their NSU-generated email to other email accounts do so at their own risk.

### **A. Academic Standards**

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members adhere to clearly established goals and values. Accordingly, the academic standards are designed to ensure that the principles of academic honesty are upheld. The following acts violate the academic honesty standards:

- 1. Cheating:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- 2. Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise
- 3. Facilitating Academic Dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this code
- 4. Plagiarism:** the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals.

Students are expected to comply with the following academic standards:

### **1. Original Work:**

Assignments such as course preparations, exams, texts, projects, term papers, practicum, etc., must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the university and/or program center's recognized form and style manual and accepted citation practice and policy.

Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, re-examination, and/or remediation.

### **2. Referencing the Works of Another Author:**

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each program center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (see above) are considered plagiarism at Nova Southeastern University.

### **3. Tendering of Information:**

All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

### **4. Acts Prohibited:**

Students should avoid any impropriety or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals. Violations of academic responsibility include, but are not limited to the following:

- plagiarism
- any form of cheating
- conspiracy to commit academic dishonesty
- misrepresentation
- bribery in an attempt to gain an academic advantage
- forging or altering documents or credentials
- knowingly furnishing false information to the institution

Students in violation will be subjected to disciplinary action.

### **Student Conduct**

Each student is evaluated on an ongoing basis while enrolled in the school. In addition to academic evaluations given in courses, students are evaluated for their readiness for professional and scholarly work. If, for any reason, a faculty member has reason to question the satisfactory progress of any student, the faculty member shall discuss the problem with the student. If the problem persists, the faculty member may bring the issue to the attention of the program director and the faculty as a whole. Appropriate faculty members will be asked for additional review and comment. If faculty members concur that a student is exhibiting poor performance in one or more of the areas listed below, the faculty may request that the student attend a faculty meeting for an informal resolution of the problem. The faculty may make specific recommendations to the student for improvement in personal behavior, psychological, or academic performance. If the problem continues, and if the student does not comply with the conditions, he or she may be dismissed from the program.

The school has identified several categories of behaviors that are essential to professional and scholarly performance. These broad areas include:

1. Academic abilities
2. Professional and scholarly ethics
3. Responsibility, dependability, open-mindedness, and cooperation
4. Responsiveness to constructive criticism

### **Student Appeals**

Students must initiate the appeals process no later than 30 days after the decision to be appealed is made. In case of a grade appeal, the appeals process must be initiated no later than 30 days after the grade is posted. As students follow the process steps and make contact with the appropriate faculty and administrators, they are encouraged to use email as a means of confirmation. Please copy the appropriate department assistant to enhance follow-up.

1. Discuss the matter with the faculty member. If the matter is not resolved within 30 days after contact is made and the student wishes to continue the appeal process, she or he should:
2. Discuss the matter with the Chair of the Department. If the matter is not resolved within 30 days after contact is made and the student wishes to continue the appeal process, she or he should:
3. Discuss the matter with the Senior Associate Dean of Operations and Student Services. Please note that at Step 3, the student must document his/her grievance. If the matter is not resolved within 30 days after contact is made, and the student wishes to continue the appeal process, she or he should:
4. Discuss the matter with the Dean of SHSS, who is the final arbiter.

### **Institutional Review Board (IRB)**

NSU encourages the conduct of research in and among its colleges and centers, and in collaboration with other educational institutions, agencies, and organizations. While respecting the right of faculty to full academic freedom in research, the university is firmly committed to adhering to basic ethical principles underlying the acceptable conduct of research involving human subjects.

Students must process all proposed research through the SHSS IRB representative. Please consult the Chair of the department and the IRB website for additional information. The IRB website is <http://www.nova.edu/irb/>. Any violation of this process is considered a breach of ethics.

### **Plagiarism**

The word *plagiarize* comes from the Latin *plagiarius*, kidnapper. Plagiarism is literary thievery and as such is tolerated by neither the program nor the university. In class assignments, your comprehensive exam, and any articles you write for publication, sources for your ideas must be acknowledged. Quotations, paraphrases, and summaries of the work of others must be referenced.

### **Faculty/Student Collaboration**

Students are encouraged to collaborate with faculty on articles and books for publication. Authorship will follow APA guidelines. Students are also encouraged to collaborate with faculty on presentations, and may do co-therapy, co-mediation, etc. with faculty as indicated by their practicum supervisor. In general, collaborative relationships are encouraged, within the boundaries of mutual respect and appropriate roles.

### **Advertising**

It is against University policy for students to advertise their business activity, even if program related, through e-mail or mail box distribution to faculty, students and staff.

### **Rights and Responsibilities**

Students are expected to be knowledgeable about their rights and responsibilities. As such, students should read the NSU Student Handbook and become familiar with NSU policies. Visit <http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf> for specific information.

## SHSS Faculty, Staff, and Administration

**Francesca Angiuli**, Office Manager, Brief Therapy Institute  
B.S. in Psychology

**Marcia Arango**, Enrollment Manager/Admissions

**Julia Bilia**, Assistant to the Dean's Office

**Bastidas, Elena**, Assistant Professor of Conflict Resolution and Environmental Studies

Ph.D. in Food and Resource Economics

**Teaching and research interests:**

**Tommie V. Boyd**, Chair, Department of Family Therapy/Assistant Professor of Family Therapy

Ph.D. in Family Therapy

**Teaching and research interests:** Family systems in healthcare, couple and relational therapy, family business consulting, clinical supervision, client-therapist collaborations, narrative therapy.

**Janice Burgoyne**, Assistant Dean for Operations

Master's in Business Administration

**Christopher F. Burnett**, Associate Professor of Family Therapy

Psy.D. in Clinical Psychology

**Teaching and research interests:** Application of systems thinking in organizational and social systems, human systems consulting, Bowen family systems theory, systemic approaches to quantitative and qualitative research methodologies.

**Ronald J. Chenail**, Vice President for Research, Planning, and Governmental Affairs/Professor of Family Therapy

Ph.D. in Family Therapy

**Teaching and research interests:** Discourse in therapy and mediation, qualitative inquiry.

**Patricia Cole**, Associate Professor of Family Therapy and Family Business

Ph.D. in Family Therapy

**Teaching and research interests:** Family relationships in family business and in other work contexts, gender concerns in the workplace, qualitative research.

**Mark Davidheiser**, Assistant Professor of Conflict Resolution and Anthropology

Ph.D. in Anthropology

**Teaching and research interests:** socio- cultural anthropology, culture and conflict, interpersonal conflict analysis and resolution, inter-group relations and reconciliation programs, "race" and ethnicity, development and assistance, pastoralist systems, farmer-herder conflict, rural societies, governance, displacement and resettlement, legal reform, Africa, Islam, multiculturalism, community relations, and research design and methodology.

**Jean-Mathieu Essoh Essis**, Interim Chair, Department of Conflict Analysis and Resolution/Assistant Professor of Conflict Resolution and Public Policy



Ph.D in Public Policy

**Teaching and research interests:** International negotiation processes and issues, multilateral decision-making in the global nuclear-weapons non- proliferation treaty regime, conflict resolution and public policy, democratization and public sector reform in Africa.

**Douglas Flemons**, Director of NSU Student Counseling/Professor of Family Therapy  
Ph.D. in Family Therapy

**Teaching and research interests:** Relational means of creating and understanding contextual phenomena such as therapy, hypnosis, and learning, writing as inquiry, therapeutic imagination, the presence of absence and the absence of presence.

**Fournier, Denise**, Administrative Assistant/Department of Family Therapy  
B.S. in Psychology

**Alexia Georgakopoulos**, Assistant Professor of Conflict Resolution and Communication  
Ph.D. in Communication

**Teaching and research interests:** Conflict, Intercultural Communication, Organizational Communication, Pedagogy Communication, Nonverbal Communication, and Interpersonal Communication.

**Arlene Brett Gordon**, Director, Brief Therapy Institute  
Ph.D. in Family Therapy

**Teaching and research interests:** Brief solution-focused therapy and theory, supervision and training in brief systemic therapies, application of the solution-focused approach in community settings, action research, program and curriculum development.

**Shelley K. Green**, Associate Professor of Family Therapy  
Ph.D. in Home Economics

**Teaching and research interests:** Supervision and training in systemic therapies, the role of gender in team development, therapist learning styles and personal competence, systemic approaches to sexual issues in therapy, brief therapy with persons with AIDS.

**Erica Guterman**, Assistant to the Office of Student and Academic Affairs

**Noreen Hartmann**, Program Coordinator, Department of Family Therapy

**James Hibel**, Senior Director of Institutional Assessment, Planning, and Relations/Assistant Professor of Family Therapy  
Ph.D. in Child and Family Studies

**Teaching and research interests:** Teaching and supervision of narrative systemic therapy, theoretical and practical applications of postmodern systemic therapies, application of less hierarchical models to supervision and training issues, systemic therapies with adolescents and their families, sequential response models in systemic therapy.

**Gay Holliday**, Associate Dean of NSU Student Affairs Division/College Student Affairs Program Faculty  
Ed.D. in Education

**Teaching and research interests:** current issues and trends in student affairs, administration and supervision in student affairs, student success, involvement/engagement in higher education, organization development and change, student affairs and higher education, legal issues in student affairs, assessment in student affairs.

**J. P. Linstroth**, Assistant Professor of Conflict Resolution and Anthropology  
D.Phil. in Social Anthropology

**Teaching and research interests:** Basques, economic anthropology, ethnicity, fisheries and maritime disputes, gender theory, history and memory, identities, European traditions, ritual and performance, material culture and media, conflict and terrorism, locality and discord, nationalist politics, kinship, social change, separatist movements, transnationalism, international terrorism; peace studies and conflict resolution; Irish Nationalism; Zapatista Movement, Mexico; Guatemalan refugees in South Florida; Latin America.

**Susanne Marshall**, Senior Associate Dean for Operations and Student Services  
Ph.D. in Comparative Literature

**Teaching and research interests:** International Studies, British and German 19th century narratives, Modern German literature, General Humanities, German language, innovative approaches to language pedagogy, administrative issues, feminist literature and theory.

**Judith McKay**, Chair, Department of Multi-Disciplinary Studies/Assistant Professor of Conflict Resolution and Community Studies  
J.D., Ph.D. in Conflict Analysis and Resolution

**Teaching and research interests:** Violence prevention and intervention, family, civil, and community mediation, family, education, and poverty law, gender conflict, communication, comparative law, environmental and public disputes, public policy.

**Janelle Miller**, Assistant to the Department of Multi-Disciplinary Studies  
B.S. in Psychology

**Debra Nixon**, Associate Chair, Department of Family Therapy/Assistant Professor of Family Therapy  
Ph.D. in Family Therapy

**Teaching and research interests:** The person of the therapist in practice, isomorphism of therapeutic approach to classroom instruction using narrative and relational therapeutic approaches in diversity training, faith-based multicultural diversity training, liberation or transformative pedagogical ideology.

**Carlos Perez**, Enrollment Manager/Recruitment & Outreach Liaison  
M.S. in Education

**Anne Hearon Rambo**, Associate Professor of Family Therapy  
Ph.D. in Family Therapy

**Teaching and research interests:** Supervision and training in systemic therapies, therapy as play and play as therapy, development of the therapist's unique personal style, rhetoric and language skills training, family therapy history.

**Claire Michele Rice**, Assistant Professor of Conflict Resolution and Community Relations  
Ph.D. in Comparative Sociology

**Teaching and Research Interests:** Community development and policy-making, community organizing and conflict resolution approaches, inclusive community building practices, poverty alleviation, migration and conflict, economic and policy implications of Caribbean region migration, the role of economics in racial and ethnic conflict, organizational systems design, group dynamics and relationship management, mentoring as a tool for conflict management, diversity training, language and conflict, socio-linguistics.

**Daniela Sciarrotta**, Director of Development  
M.S. in Human Resource Management

**Lee Shazier**, Program Coordinator, Department of Conflict Analysis & Resolution

**Lee Shilts**, Professor of Family Therapy  
Ph.D. in Family and Child Development

**Teaching and research interests:** Brief solution-focused theory and therapy, supervision and training in systemic therapies, the use of solution-focused therapy in nontraditional settings, Ericksonian hypnotherapy, use of letter writing in therapeutic settings.

**Marcia Sweedler**, Associate Chair, Department of Conflict Analysis and Resolution/  
Assistant Professor of Conflict Analysis & Resolution  
Ph.D. in Education Policy, Planning, and Administration

**Teaching and research interests:** Developing a systemic approach to conflict resolution through training, ADR, and workplace/school climate.

**Hamdesa Tusso**, Associate Professor of Conflict Resolution and Sociology  
Ph.D. in Sociology

**Teaching and research interests:** Cultural issues of conflict resolution, indigenous peacemaking practices, interdisciplinary models and theories, immigrant communities, refugee communities, African American communities, African studies, critical and historical analyses, challenges of sustainable development, political economic perspectives.

**Brad Williams**, Dean of Student Affairs Division/College Student Affairs Program  
Faculty  
Ed.D. in Higher Education Administration

**Teaching and research interests:** 21<sup>st</sup> century college student, college student personnel and the greater community, student leadership development, student retention, student engagement.

**Honggang Yang**, Dean/Professor of Interdisciplinary Studies  
Ph.D. in Applied Anthropology

**Teaching and research interests:** Political anthropology, comparative conflict/peace research, ethnographic/qualitative research methods, graduate distance learning.

## COURSE DESCRIPTIONS

*All courses are in numerical order are three credit hours unless otherwise indicated.*

### Ph.D. in Conflict Analysis & Resolution

#### **CARD 5000 - Foundations and Development of Conflict Resolution & Peace Studies**

This course outlines the substantive themes, history, origins, contexts, and philosophical foundations of conflict resolution, healing, peacemaking, and problem solving. Students will examine levels of interventions and processes in the field of conflict resolution. Offered all terms.

#### **CARD 5040 - Human Factors**

This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach. Offered all terms.

#### **CARD 5100 - Mediation Theory and Practice**

This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills.

Prerequisites: CARD 5000, 5040. Offered fall and winter.

#### **CARD 5140 - Negotiation Theory and Practice**

This course examines conflict intervention from the perspective of the disputant/negotiator. The integration of theory and practice will emphasize the tactics, strategies, and operations of effective and ineffective bargaining/negotiating behavior. The course develops negotiator skills and knowledge, leading to collaborative-based actions and solutions. Prerequisites: CARD 5000, 5040. Offered winter.

#### **CARD 6120 - Culture and Conflict: Cross-Cultural Perspectives**

This course examines the nature and meaning of conflict, conflict management techniques, and the assessment of conflict situations from a cross-cultural perspective. Explores various models for training third parties to function effectively in handling disputes where cultural differences are a significant factor. Also addresses various theoretical and practical implications of indigenous conflict management techniques and beliefs found in different cultural settings. Offered fall.

#### **CARD 6130 - Practicum I: Supervised Field Experience**

This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work.

Prerequisites: CARD 5000, 5040, 5100, 6120. Students must have at 21 earned credits. Offered all terms.

**CARD 6140 - Facilitation Theory and Practice**

This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop development and delivery. This course uses a practice-based approach, including role-plays and workshop presentations. Prerequisites: CARD 5000, 5040. Offered fall online and summer on campus.

**CARD 6160 - Practicum II: Supervised Field Experience**

Continuation of CARD 6130. Prerequisites: CARD 6130. Offered all terms.

**CARD 6601 - International Conflict Resolution**

This course reviews international conflict resolution in many settings and includes informal mediation by private interveners and scholar-practitioners; formal mediation by individual, regional, transnational, and international organizations; and mediation within small and large states. Prerequisites: CARD 5000. Offered occasionally.

**CARD 6602 - Resolving Environmental and Public Disputes**

This course focuses on the theoretical bases, practical applications, process orientations, and actual intervention into complex multiparty, multi-issue public disputes. Focus is on social/environmental interactions and sources of political and economic conflict over human health environmental protection and natural resource scarcity. Prerequisites: CARD 5000. Offered occasionally.

**CARD 6603 – Qualitative Methodologies for Researching Issues of Ethnic Identity & Conflict**

This course is part of a collaborative undertaking between DCAR and the George-August-University (GAU), Goettingen, Germany. This collaboration includes joint research, teaching, and student mentoring. Students will learn concepts and theories connected to the understanding of ethnic belonging and how to undertake biographical narrative interviews and observations of refugee/immigration populations. Students will interview members of the Cuban, Haitian, and Guatemalan communities in Southern Florida and gain experience in participant observation of community events. They will also learn how to analyze the qualitative materials and receive feedback on their interviews and observations. This class will be held in a hybrid format with an intensive residential requirement as well as an online component both before and after the residential institute. Prerequisites: CARD 5000, 5040. Offered as part of a collaborative project

**CARD 6604 - Gender and Conflict**

This course examines gender roles in conflict and how conflict is experienced and perceived by men and women. Course material includes feminist theories, men's studies, religion, literature, history, anthropology, film, television, psychology, the justice system, and alternative dispute resolution. Prerequisites: CARD 5000. Offered occasionally.

**CARD 6605 – Introduction to Institutional Assessment**

This course will introduce students to the field of institutional assessment and planning, emphasizing the higher education environment and its unique challenges. Students will explore the functions of educational institutions across systems, develop an understanding of the concepts of institutional assessment and administrative issues in higher education, learn to use core technologies and methodologies for research applications, and build experience navigating the political

and interpersonal dynamics that promote effective institutional assessment.  
Prerequisites: CARD 5000, 5040. Offered occasionally.

#### **CARD 6606 – Advanced Mediation Skills**

This course will oblige students to examine conventional wisdom and the students' own beliefs to develop a more sophisticated understanding of the potentials and limits of mediation in a wide variety of contexts. The course will cover selected mediation issues and skills in more depth than possible in an introductory survey of mediation. Students will analyze issues such as convening mediations, eliciting and satisfying interests, maintaining impartiality, dealing with power imbalances, handling apparent impasses, identifying and handling various ethical problems, and writing agreements. Students will also discuss practical aspects of operating a practice such as getting clients, billing, developing good relationships with other professionals, and creating standard forms. Prerequisites: CARD 5000, 5040, 5100, 6120. Offered occasionally.

#### **CARD 6607 - Ethnopolitical and Community-Based Conflicts**

This course introduces the major methods used by states, international organizations, and conflict resolution practitioners to eliminate, manage, and resolve ethnic and community-based conflicts. Case studies are used to explain conflict escalation and de-escalation, and mechanisms of conflict intervention. Prerequisites: CARD 5000. Offered occasionally.

#### **CARD 6608 - Nonviolent Social Movements**

This course focuses on 20th-century nonviolent social movements such as the women's rights and suffragist movement; Gandhi's prolonged struggle against British colonialism; Martin Luther King, Jr., and the American Civil Rights movement; the American peace movement against the war in Vietnam; and the nonviolent movements that resulted in the end of communist rule in Eastern Europe. Prerequisites: CARD 5000. Offered occasionally.

#### **CARD 6610 – Family Violence: The Effects on Families, Communities and Workplaces**

This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored. Prerequisites: CARD 5000, 5040. Offered occasionally.

#### **CARD 6611 – Race and Ethnic Relations in America**

This course examines the social constructionist approach toward the study of racial and ethnic conflict and conflict analysis in the U.S. It is designed to assist students in increasing their ability to analyze racial issues from a historical and contemporary perspective, and to explore the basic theoretical paradigms that have been used to conceptualize the idea of race and ethnicity from the 19<sup>th</sup> century to the present. The course will also explore the effects of contemporary policies in addressing racial and ethnic inequities, and strategies to combat racism. Prerequisites: CARD 5000, 5040. Offered occasionally.

#### **CARD 6612 - Conflict Transformation: Reconciliation and Healing**

This course examines the rise of collective violence and genocide in the 20th century, and the rich and troubling range of responses to massive societal repression such as:

remembering and forgetting, judging and forgiving, reconciling and avenging, and grieving and education. This course also explores the possibilities and problems of reconciliation and healing in interpersonal conflicts, focusing on topics such as the needs and experiences of victims and offenders, the functions of punishment, and the concept of restorative justice. Prerequisites: CARD 5000. Offered occasionally.

#### **CARD 6613 – Arbitration Theory and Practice**

This course will cover the nature, enforceability and scope of arbitration clauses; other requirements to arbitrate; the powers of arbitrators; issues that typically arise in arbitration; the conduct of arbitration hearings; the remedies available in awards under federal and state law; and proceedings to confirm or to modify or vacate arbitration awards.

#### **CARD 6614 - Workshop Development**

This course helps students to create a connection between the graduate program and professional life by learning how to create, develop, and present workshops and training in the field of conflict resolution. Students will learn concepts and principles necessary to create and design workshops for adults and for children. Students will actually develop and present workshops in class in order to gain experience, have a finished product, and get valuable feedback from participants. Prerequisites: CARD 5000, 5040. Offered occasionally.

#### **CARD 6615 - Storytelling: Identity, Power, & Transformation**

This course will examine the role of narrative and storytelling in the conflict resolution theory, research, and practice: (1) Theory regarding the relationship between language and power will be reviewed. How storytelling and narrative can be a part of destructive conflict or constructive conflict resolution will be explored. (2) The nature of narrative-based research and how such research can be empowering will be examined. (3) Case studies and possibilities for using storytelling-based projects as a means of peace building will be discussed. Prerequisites: CARD 5000. Offered occasionally.

#### **CARD 6616: Trauma and Violence: A Global Perspective**

This course will look at issues of war, regional violence, torture, forced relocation, ethnic cleansing, rape and other issues related to regional conflict, and then focus on conflict intervention models. Relief and assistance programs from humanitarian relief, the Red Cross, UN programs, Quaker NGO's, Christian relief efforts, and others will be examined with a focus on trauma intervention as a conflict resolution career option. Discussion will center on how conflict specialists can connect, work with, and influence humanitarian aid efforts, capacity building, democratization efforts, and conflict transformation projects. Prerequisites: CARD 5000. Offered occasionally.

#### **CARD 6618 - The Reflective Practitioner: Consulting, Conflict, and Change in Organizational Settings**

A hands on, clinically based course in which students will form consulting teams (like in consulting firms) and actually do consulting in the community. Prerequisites: CARM 5000. Offered occasionally.

#### **CARD 6619 - Strategic Community Planning and Partnerships**

An overview of the community from a strategic perspective, identifying: social, economic, demographic and cultural trends and patterns within the community; areas of concern for law enforcement and government; ways to initiate and develop community-wide strategic planning for peaceful community relations and growth;

building community partnerships between law enforcement, the criminal justice system and community agencies and groups; community justice; and the use of data, data collection and analysis in developing and implementing collaborative long and short term plans for community development, problem solving and funding initiatives. Prerequisites: CARD 5000, 5040. Offered occasionally.

### **SHSS 6620 - Academic Writing**

A user-friendly seminar on how to write clear, unpretentious academic prose. Covers technical issues—sentence structure, punctuation, tenses, idea development—in a non-technical manner. Includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered all terms.

### **CARD 6621 – Introduction to Human Rights, Theory and Practice**

This course provides students with an introductory survey of political, philosophical, historical, economic, and legal considerations related to fundamental human rights concepts. Students will examine human rights issues in both domestic and international arenas. In particular, the course addresses the issues of the ideological and cultural origins of human rights theory; the sources of rights and rights violations; the impact of the nation-state system, governments and other institutions (such as corporations, churches and universities), and domestic and foreign policies particularly of the U.S.) on human rights law and enforcement. Finally, students examine the wide variety of political, civil, economic, social and cultural rights warranting protection. Prerequisites: CARD 5000, 5040. Offered occasionally.

### **CARD 6622 - Legal Concepts**

This course will provide an overview of the U.S. legal system as it relates to alternative methods of resolving conflicts. Students will learn legal terminology, the judicial system, judicial procedures, the fundamentals of legal research and legal writing, and where alternative methods such as mediation and arbitration relate to legal processes. Students will also explore legal and procedural concepts such as: collaborative legal practices, state and federal authority, restorative justice, victim-offender programs, and the relationship between U.S. and international legal procedures. The class will be interactive with research, writing, class presentations, and guest presentations. Prerequisites: CARD 5000, 5040. Offered occasionally.

### **CARD 6623 - Practicum III**

This course is a more advanced field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. Prerequisites: CARD 6160. Offered occasionally.

### **CARD 6624 - Advanced Practicum**

This practicum experience is a faculty-driven experience in which a faculty member will design a project in conjunction with another organization or university and students selected for the practicum will work on that project with the faculty member. The project may also entail a one to two week mandatory field experience in which students and the faculty member will work on the project on location. Students will be responsible for their expenses. Students will apply for this practicum and must be selected.

Prerequisites: CARD 6130, 6160. Offered occasionally.



**CARD 6625 - The Dispute Review Board (DRB) Process**

This course will examine the latest DRB theories and techniques in this interactive course. Building on empirical data from the field of construction, students will understand the subtle judgment of DRB panelists using sophisticated influencing skills developed from the latest studies in psychology, and incorporate strategic approaches to overcoming barriers to the successful resolution of conflicts. This innovative process, used in the construction industry since 1974, can be a model for circumventing disputes in other professions where long term interaction between conflicting parties (e.g., labor/management) can be identified and resolved. Students will learn analysis of theories and models of conflict management, exploring causes of functions and effects of conflicts, the positive and negative effects of conflicts. Pre-requisites: CARD 5000, 5040. Offered occasionally.

**CARD 6626 - Conflict Resolution For The School and School System**

This course is designed for anyone in a position to influence school policy, practice, and decision-making, from within or as a consultant. The course takes a systems approach to resolving conflicts within the school and school system, applying conflict analysis and conflict resolution models to conflict situations, using negotiation, mediation, and facilitation processes, developing a conflict resolution culture throughout the system, providing training for parents, teachers, students, and school board. The course also examines methods to manage conflict, including using conflict resolution practices in crisis situations, and mediating and negotiating with parents, teachers, administrators, and students. The course uses a case study method. Prerequisites: CARD 5000, 5040, 5100. Offered occasionally.

**CARD 6627 - Conflict Resolution and Peer Mediation for Students: Elementary, Middle and High School Levels**

This course is designed to bring conflict resolution and peer mediation training to students at the classroom, school, or school system level with the objective of transforming student/classroom/school conflict resolution culture. Students will examine the elements of conflict resolution and peer mediation curricula, materials and resources in the field, and current research. Students will also do original curriculum/peer mediation design by integrating state-of-the-art thinking in conflict resolution methods, theories, and research into the design, implementation, and institutionalization of conflict resolution and peer mediation programs. Prerequisites: CARD 5000, 5040, 5100. Offered occasionally.

**CARD 6628 - Biographical Methodology for Conflict Research**

Students will learn the life story/biographical methodology and other qualitative methodologies, such as the use of photographs and music, which have been found to be helpful for gaining important insights into the impact of conflict on people's lives, from both a personal and social/cultural aspect. This course will focus on the teaching of the data collection and analysis methodologies, with a specific focus on the life story method, by providing the students with opportunities to exercise what they learn in class. The students will carry out a mini-project by applying these knowledge and skills in a specific conflict area that they are either studying or working in. Prerequisite: CARD 5000, 5040, CARM 5200 (or for doctoral students, having had a research class on the master's level). Offered occasionally.

**CARD 6629 - Interactive Methods in Inter-group Facilitation: From Story Telling to Software**

This course will expose the students to a number of innovative and diverse methods involving facilitation of groups who are dealing with conflict and/or are in complex

problem situations. Emphasis will be placed on conflicts in intercultural settings. Special attention will be given to the principles of Interactive Management (IM), the use of biographical (story-telling) methods in groups involved in long and protracted conflicts, and the use of other creative methods for data collection useful for group facilitation. Participants in the class will practice the methods, through exercises, analysis, and group presentations. Prerequisite: CARD 5000, 5040, 6140. Offered occasionally.

#### **CARD 6630 - The Psychosocial Effects of Social Trauma on the Family**

This course will center on the intergenerational psychosocial effects of social trauma such as the Holocaust, wars, genocide, forced immigration, etc. – on victims of these trauma and their descendants. In order to gain insight into how people live with their personal and family's traumatic pasts, we will combine knowledge gained from exploring research on the topic with the teaching of qualitative methods that have been found to be good for eliciting information about these traumas and understanding them. Students will learn basic concepts on social trauma, and how to employ methods for data collection and analysis of these issues. The students will interview a multigenerational family that has undergone a social trauma, for presentation in class. This theoretical knowledge and fieldwork will serve as the basis for the students' term papers. Prerequisite: CARD 5000, 5040. Offered occasionally.

#### **CARD 6631 - Studies in War and Peace**

This seminar will draw on theories, concepts and methodologies from social psychology, political science and history to explore and understand human aggression and peacemaking. We will focus on exploring the underlying assumptions about human nature and the roots of hatred and violence, by looking at the causes and factors that lead to violent conflict and to reconciliation, dialogue and peace building. Examples will come from the Holocaust, the Palestinian-Israeli conflict, the "troubles" in Northern Ireland and other international settings. This will be an interactive course that includes lectures, critical discussions of readings, and student presentations and analyses of past/current conflicts. Prerequisite: CARD 5000, 5040. Offered occasionally.

#### **CARD 6632 - Civil Wars and Their Resolution**

This course examines the various complexities of violent civil conflict. Using a general survey of the field, supplemented with numerous civil war case studies, students explore the various factors contributing to the outbreak of civil wars, the processes and consequences of such conflict, as well as the variety of methods available for resolution. Prerequisites: CARD 5000, 5040. Offered occasionally.

#### **CARD 6633 - International War and Its Resolution**

This course focuses on various aspects of international war and peace. Topics of discussion include defining war, historical patterns of warfare, motivations to engage in such conflict, as well as efforts to deter or resolve international war. Prerequisites: CARD 5000, 5040. Offered occasionally.

#### **CARD 6634 - Metropolitan Conflict**

This course will explore historical and theoretical explanations for the different types of conflict prevalent in various metropolitan areas. A series of case studies, focusing on both cities within the United States and abroad, students will explore such topics as the role of ethnicity in conflict, structural inequalities of the system, urban/suburban relations, urbanization, and metropolitan growth and development. Prerequisites: CARD 5000, 5040. Offered occasionally.

**CARD 6635 - Advanced Facilitation: Facilitating Complex Group Problem Solving**

This course focuses on facilitation in complex problem situations. The focus will be on intercultural settings. Various approaches to complex facilitation are introduced, with special attention to dealing with difficult parties and the principles of Interactive Management (IM). This course will provide students with the skills necessary to perform a facilitation workshop with a computer-assisted program developed to resolve complex problems. Students will gain experience as participants in problem-solving sessions, which they will study and analyze. Class sessions will consist of role-plays, discussion and analysis, and presentation of information. Prerequisite: CARD 6140. Offered occasionally.

**CARD 6636 - Culture and Communication: Theory, Research, and Practice**

This course focuses on Intercultural Communication. A survey of major research topics, paradigms, and theories in intercultural communication will be presented. Intercultural research will be examined across different paradigms (traditional, critical, and interpretative). Students will examine culture and communication within intrapersonal, interpersonal, and organizational contexts. Students will be exposed to meta-theoretical and methodological issues. Conflict will be examined as a theme involved in intercultural communication. Prerequisites: CARD 5000, 5040. Offered occasionally.

**CARD 6637 - Interpersonal Communication and Conflict**

This course focuses on Interpersonal Communication Theory and Research. A survey of major research topics, paradigms, and theories in interpersonal communication will be presented. Topics include initial interaction, general interpersonal processes, nonverbal communication, strategic communication, and the dark side of relationships. The course covers interpersonal communication from a variety of relational perspectives, including romantic, family, coworker, superior-subordinate, and instructor-student. Conflict will be examined as a theme involved in interpersonal relationships. Prerequisites: CARD 5000, 5040. Offered occasionally.

**CARD 6638 – Conflict and Crisis Management**

This course is an overview of the theories of conflict and crisis management and the intervention models and protocols used. Conflict and crisis management will be explored among and between individuals and groups, organizations, communities, and governments around the globe. Topics will include the management of violent conflicts, such as kidnapping, hostage-barricade and terrorist acts, homeland security, and the response to natural disasters. There will be interactive exercises as well as a case study approach used. Prerequisites: CARD 5000, 5040. Offered occasionally.

**CARD 6639 – Organizational Conflict Intervention**

This course will explore the diagnostic techniques and tools necessary to assess organizational conflict, and tools necessary for successful intervention.

**CARD 6640 – Critical Incidents Response**

This course will provide an in-depth analysis and understanding of inter-group and intra-group dynamics associated with the organizational response to critical incidents such as hostage/barricade management, terrorism, kidnapping, natural and other disasters, and tactical operations, which comprises the negotiations team, the

tactical team, and the on-scene commander, as well as coordination of efforts with government, organizations, and the community. Topics include: inter-group and intra-group conflict intervention and communication strategies, negotiation, tactical, and command protocols, hostage/barricade resolution continuum options, and case studies. Prerequisites: CARD 5000, 5040. Offered occasionally.

#### **CARD 6641 – Conflict and Crisis Negotiation**

This course will provide an overview of law enforcement crisis negotiation and its application to crisis situations, such as domestic violence encounters on an individual level and hostage/barricade encounters on an organizational level. Lecture, expert demonstration, and interactive negotiation with role play will provide an experiential learning environment for understanding and applying active listening skills, empathy, rapport, influence, and behavioral change concepts to conflict and crisis situations. Prerequisites: CARD 5000, 5040. Offered occasionally.

#### **CARD 6645 – Indigenous Systems of Conflict Resolution**

This course is designed to make contributions to the field by exploring the processes of conflict resolution and peacemaking as practiced by the indigenous communities around the world. Class members will engage in an in-depth exploration of techniques of peacemaking, as practiced in various parts of the world.

#### **CARD 6646 – The Anthropology of Peace and Conflict**

This course will explore the social dynamics of disputing and undertaking detailed examinations of specific cases. By examining diverse expressions of conflict and different means of controlling it, students will deepen their understanding of conflict analysis and broaden their perspectives on how disputes can be managed. Course topics will include the cooperative and aggressive components of human nature, the social construction of violence, genocide, and war, and the relationship between conflict resolution, social control, inequality, and justice. Prerequisites: CARD 5000, 5040.

#### **CARD 6647 – Managing Risk in Organizations**

This course examines risks across all types of organizations, including healthcare. The course will outline various types of risk exposures including pure, operational, project, technical, business, and political. Students will learn how to develop a systemic risk management program for any organization through risk identification, qualitative impact analysis, quantitative impact analysis, risk response planning, and risk monitoring.

#### **CARD 6648 – Researching Conflict**

In this course, students and instructors will together conceptualize, design and carry out a mixed methods research study on a topic connected to violence. The students and instructors will decide on a research problem to be studied. The goals of the elective is to help students deepen their understanding of quantitative and qualitative research and hone their research skills. The course will be a collaborative effort, building on the experience, knowledge, expertise, and interests of all of the participants. Pre-requisites: CARM/D 5000, 5040.

#### **CARD 6649 – Federalism and Intergovernmental Conflict**

This course describes and analyzes the guiding principles and the operational processes of "American Federalism," as well as its intended and unintended consequences. It seeks to provide students with a working understanding of the complex set of interactions occurring between all government units and levels

(national/federal, States, Counties, municipalities, school districts and special districts, townships, etc.) in the USA; the various types of conflicts which necessarily result from these interactions; and the solutions that have been implemented in the past, or are currently suggested, in order to address and resolve these conflicts. Prerequisites: CARM/D 5000, 5040.

**CARD 6650 - International Negotiation: Principles, Processes, and Issues**

This course describes and analyzes the major principles, processes and issues of international negotiation in the twentieth and twenty-first centuries. It seeks to provide students with the analytical tools and skills required to explain and predict the outcome of specific (bilateral or multilateral) negotiations through the study of various explanatory factors, including: stability and change in the structure of the existing "international system"; the individual characteristics of the nations-states parties (power/capabilities, interests, culture/values, negotiating styles, etc.); the strategic and tactical moves of those considered as "key player"; as well as the role of smaller states and non-state actors. Prerequisites: CARD 5000, 5040

**CARD 6651- Theories of Ethnicity and Nationalism**

This course is foundational for theoretical understandings of ethnicity and nationalism. Students will analyze general theories from key debates and critically examine various points of view in relation to defining boundaries, conflict, context, difference, identity, migration, minority/majority, race, and tribalism in regard to ethnicity, as well as community, fantasy, ideology, neo-Marxism, modernism, perennialism, political, primordialism, semiotic, sociocultural, socioeconomic, imagination, invention, and tradition in association with nationalism and nationalists, and the entwinement and interrelation between all of these prevalent notions and themes. Upon completion of the course students will better grasp ethnic belonging, ethno-nationalist conflict, and intra/inter-group disputes from the standpoint of applied theory, cultural relativity, and humanism. Prerequisites: CARD 5000, 5040

**CARD 7020 – Systems Design: History and Contemporary Practice**

An examination of concepts of dispute resolution systems design. Includes the influence of organizational culture and prevailing social and cultural norms on the design and implementation of dispute resolution systems. Explores dispute resolution systems for neighborhoods, religious organizations, ethnic groups, business associations, and other settings that have relatively clear boundaries and shared norms. Prerequisite: CARD 5000, 5040, 6120, 7040. Offered summer.

**CARD 7040 - Theories of Conflict and Conflict Resolution I**

This course examines macro and micro theories from social science disciplines about the nature of conflict and various approaches to conflict resolution. Offered winter.

**CARD 7050 - Theories of Conflict and Conflict Resolution II**

Continuation of CARD 7040. Prerequisite: CARD 7040. Offered summer.

**CARD 7090 - Quantitative Research I: Methods and Tools**

Covers a range of quantitative research methods and designs including questionnaires, interviews and surveys, sampling, attitude and rating scales, tests of statistical significance, experiments, and the basics of descriptive statistics and univariate analysis. Offered fall.

**CARD 7100 - Quantitative Research II: Analysis and Statistics**

This course explores various methods of analyzing and presenting quantitative research data. Includes common concepts and techniques for analyzing results of surveys and experimental research projects: computer statistical programs and an in-house database, bivariate and multivariate analysis, index and scale development, and more advanced techniques such as regression analysis. Prerequisite: CARD 7090. Offered winter.

**CARD 7110 - Qualitative Research I: Study Design and Data Collection**

Provides an introduction to a range of qualitative data collection methods with particular focus on techniques used to research conflict and conflict resolution, including participant observation, in-depth interviews, case studies, focus groups, and action research, as well as a review of relevant research literature in the field. Students will perform various data collection tasks for use in Qualitative Research II. Offered fall.

**CARD 7120 - Qualitative Research II: Data Analysis**

Provides an in-depth look at additional methods used to analyze qualitative research data, including discourse analysis, the case study, descriptive ethnography, archival measures, and community studies. Introduction to several computer programs designed to assist researchers with analysis of qualitative data. Prerequisite: CARD 7110. Offered winter.

**CARD 7250 - Public Policy**

Analysis of current policy issues in the field of conflict resolution with an emphasis on the design, implementation, evaluation and analysis of legislation, including state and local policy initiatives in Florida, the United States, and abroad. Prerequisite: CARD 5000, 5040. Offered summer.

**CARD 7500 - Teaching and Training**

An introduction to teaching and training. Reviews instructional models and teaching literature with emphasis on teaching the adult learner. Should be taken in last year of course work. Offered fall.

**CARD 7510 - Teaching and Training Practicum**

Provides an opportunity for supervised teaching and training experience in graduate, undergraduate, continuing education, video and curriculum development, seminar, online course delivery, and/or workshop instruction in conflict resolution or related field. Prerequisite: CARD 7500. Offered winter.

**CARD 7900 - Dissertation**

Focuses on the development, writing, and defense of the dissertation. When approved, students register for at least three credits per term for a minimum of 12 credits. Prerequisites: successful completion of all coursework, the qualifying examination, and the approval of the Program Director and Dissertation Committee.

## Ph.D. in Family Therapy

### **SFTD 5001 - Doctoral Seminar I (1 credit hour)**

General orientation to doctoral study. Students learn research, writing, and library skills necessary for authoring papers in doctoral courses. Offered each term.

### **SFTD 5002 - Doctoral Seminar II (1 credit hour)**

Continuation of SFTD 5001. Students receive professional development opportunities and learn specific details regarding the preliminary and qualifying exams, internship, and dissertation. Prerequisite: SFTD 5001. Offered winter or more if needed.

### **SFTD 5003 - Doctoral Seminar III (1 credit hour)**

Continuation of SFTD 5002. Students are tutored in the skills necessary to develop a clinical qualifying exam, and to prepare for the research and substantive qualifying exams. Prerequisite: SFTD 5002. Offered fall or more if needed.

### **SFTD 5006 - Introduction to Systems Theories**

Overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships. Study of the emergence of theories from cybernetics to language studies. Offered each term.

### **SFTD 5007 - Research in Marital and Family Therapy**

Reviews quantitative and qualitative methods of inquiry, as exemplified in recent marital and family therapy research studies. Focuses on teaching students to be intelligent, critical consumers of research in the field. Offered winter.

### **SFTD 5008 - Introduction to Marital and Family Therapy**

Reviews the history of marital and family therapy and the clinical approaches of interactional therapies. Focuses on basic therapeutic concepts and skills. Offered each term.

### **SFTD 5009 - Theories of Marital and Family Therapy**

Offers a comparative study of theories of marital and family therapy, including systemic, structural, strategic, intergenerational, contextual, behavioral, and experiential therapies. Survey of differences in clinical practice. Prerequisite: SFTD 5006. Offered fall and winter.

### **SFTD 5010 - Systemic Family Therapy I**

Study of those systemic therapies informed by cybernetics and oriented to the social organization of communication. Emphasizes the work of the Mental Research Institute and more recent developments such as solution-focused therapy. Prerequisites: Leveling courses and co-requisite SFTD 5006. Offered fall.

### **SFTD 5020 - Systemic Family Therapy II**

This course centers on Narrative Therapy theory and practice. Students will extensively explore assumptions, including distinctions between structuralist and post structuralist thought, which underline this model and contrast with other therapeutic models. Practice methods will focus on various maps and scaffolds which describe and organize Narrative practices. Students will explore the application of these assumptions and practices to a range of therapeutic problems as well as diversity and community issues.

**SFTD 5030 - Systemic Family Therapy III**

Acquaints students with the basic concepts of the natural systems approach to family therapy. Emphasizes family-of-origin issues, multigenerational systems processes, and biological/evolutionary contributions to the understanding of human systems. Prerequisite: SFTD 5020. Offered fall.

**SFTD 5040 - Systemic Family Therapy IV**

Study of the complexities and subtleties of language and the art of therapeutic implication. Discusses the relationships between hypnosis and brief therapy; draws on the work of Milton Erickson as a primary resource. Prerequisite: SFTD 5030. Offered winter.

**SFTD 5110 - Language Systems**

Locates the practice of therapy within cultural, philosophical, and scientific domains. Uses notions about the relational nature of language as a means of examining, critiquing, and explicating therapeutic practice. Prerequisite: SFTD 5006. Offered winter.

**SFTD 5120 - Thinking Systems**

Study of systemic theory, particularly the ideas of relationship, difference, and context. Emphasizes the ideas of Gregory Bateson. Prerequisites: SFTD 5006, SFTD 5110. Offered fall.

**SFTD 5300 - Legal, Ethical, and Professional Issues**

Explanation of accreditation and licensure organizations and the ethical codes they promote in family therapy and related fields; review of therapists' legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management; overview of professional opportunities in public service and training programs. Offered each term.

**SFTD 5311 – Substance Abuse/Addictions and Critical Issues in Systems Theories**

Addresses the application of modern and postmodern ideas to substance abuse/addiction research, theories, practice and, treatment. Also included are other critical issues such as gender, race, religion, and violence. Prerequisite: SFTD 6200. Offered winter.

**SFTD 5410 - Quantitative Research I**

Covers fundamental concepts and practices in quantitative research methods. Introduces measurement and statistics, questionnaire development, and experimental and quasi-experimental research designs for the human sciences. Exemplary studies from family therapy literature are included. Prerequisite: SFTD 5007 or equivalent. Prerequisite: SFTD 5007. Offered summer.

**SFTD 6200 – Internal Practica I - IV**

Supervised clinical work in systemic therapy. Prerequisites: SFTD 5006, SFTD 5008, SFTD 5300. Offered each term.

**SFTD 6310 - Supervision and Teaching**

Introduction to supervision and instruction in systemic therapies. Review of supervision and teaching literature and didactic training in live supervision, case



consultation, and instruction. Prerequisite: Internal Practicum I and II; Should be taken second year. Prerequisites: SFTD 6200 I and II. Offered summer.

### **SFTD 6320 - Supervision Practicum**

Extensive live supervision and case consultation experience with clinicians in learning systemic therapies. Students receive supervision of their supervision of others. Students may repeat the course for credit. Offered each term with faculty approval. Prerequisite: SFTD 6310. Offered each term.

### **SFTD 6410 - Quantitative Research II**

An overview of the principles and techniques of computer-aided data analysis. Introduces the use of univariate, bivariate, and multivariate statistics for hypothesis testing. Provides an in-depth look at the theory and assessment of reliability and validity. Prerequisite: SFTD 5410. Offered fall.

### **SFTD 6430 - Qualitative Research I**

Introduction to qualitative research methodologies. Focuses on the use of the investigator as the research instrument of choice. Participant observation and interviewing strategies are discussed. Introduces methods for transcribing and organizing interviews and field notes. Exemplary studies from other disciplines are used; however, studies from the family therapy literature, when available, are offered. Prerequisites: SFTD 6410. Offered winter.

### **SFTD 6520 - Diversity in Human and Family Development**

Reviews human development in the context of family transitions such as childbirth, childhood, adolescence, courtship, marriage, maturity, old age, and death. Focuses on the diversity of psychosocial development across ethnicity, class, gender, and culture. Discussion of implications for interactional therapies. Prerequisite: SFTD 6200 I. Offered fall.

### **SFTD 6530 - Family Therapy Topics**

Special topics course on family therapy, with content determined by instructor. Prerequisite: Should be taken second year. Prerequisite: SFTD 5040. Offered fall and winter.

### **SFTD 6540 - Independent Study in Family Therapy**

Independent study with faculty of choice on mutually determined family therapy issue. Prerequisite: Should be taken second year. Prerequisite: Can be taken second year with faculty approval. Offered each term.

### **SFTD 6560 Couples' Therapy**

Coverage of couples' therapy issues to include marital research, evidence-based models, and attention to diversity issues in working with couples.

### **SFTD 6900 - Dissertation**

The development, writing, and defense of the dissertation. When approved, students register for at least two credits per term for a minimum of 12 credits. Prerequisites: Course requirements and successful completion of the clinical, research, substantive qualifying exams, and Dissertation Chair approval.

**SFTD 7301 - Assessment in Marital and Family Therapy**

Overview of methods and instruments used to define problems and indicate solutions. Comparative study of interactional approaches and individual and family dysfunction assessments. Prerequisite: SFTD 6200. Offered summer.

**SFTD 7302 - Personality Theories and Psychopathology**

Review of major theories of personality theory and psychopathology, emphasizing psychiatric diagnostic classification systems. Study of implications for treatment and comparisons with interactional approaches. Prerequisite: SFTD 5006. Offered summer.

**SFTD 7311 - Human Sexuality and Gender**

Review of the psychosocial development of sexuality and gender from childhood through old age. Summary of clinical approaches to sexual and gender problems comparing interactional approaches with psychodynamic and behavioral models. Prerequisite: SFTD 5006. Offered summer.

**SFTD 7313 – Human Development and Individual/Group Psychotherapy**

Reviews major theories of psychotherapy and understanding of psychosocial development on which they are based. Explores individual and group techniques from psychodynamic, behavioral/cognitive, humanist/experiential, and systemic approaches. Prerequisite: SFTD 5006. Offered winter.

**SFTD 7360 - Teaching Practicum**

Supervised teaching experience in undergraduate or graduate instruction in family therapy or related field. May be repeated for credit. Prerequisites: SFTD 6310 and faculty approval. Offered each term.

**SFTD 7350 - Qualitative Research II**

Explores how qualitative data are transformed and categorized during description, explanation, and interpretation. Introduces a variety of inductive, deductive, and abductive methods for categorizing meaning and interactive processes. Computer-assisted qualitative data analysis methods are addressed. Family therapy-related studies are offered. Prerequisite: SFTD 6430. Offered summer.

**SFTD 7410 – Clinical/Research Internship**

Students must enroll for one to three hours of internship credit each term for nine months. Prerequisites: All core course work, successful completion of clinical qualifying exam, submission of research and substantive qualifying exams. Offered each term with faculty approval.

**SHSS 6620 - Academic Writing**

A user-friendly seminar on how to write clear, unpretentious academic prose. Covers technical issues—sentence structure, punctuation, tenses, idea development—in a non-technical manner. Includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered each term.

## **DMFT: Doctorate in Marriage and Family Therapy**

### **DMFT 5001 - Doctoral Seminar I (1 credit hour)**

General orientation to doctoral study. Students learn research, writing, and library skills necessary for authoring papers in doctoral courses. Offered each term.

### **DMFT 5002 - Doctoral Seminar II (1 credit hour)**

Continuation of DMFT 5001. Students receive professional development opportunities and learn specific details regarding the preliminary and qualifying exams, internship, and dissertation. Prerequisite: DMFT 5001. Offered winter or more if needed.

### **DMFT 5003 - Doctoral Seminar III (1 credit hour)**

Continuation of DMFT 5002. Students are tutored in the skills necessary to develop a clinical qualifying exam, and to prepare for the research and substantive qualifying exams. Prerequisite: DMFT 5002. Offered fall or more if needed.

### **DMFT 5006 - Introduction to Systems Theories**

Overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships. Study of the emergence of theories from cybernetics to language studies. Offered each term.

### **DMFT 5007 - Research in Marital and Family Therapy**

Reviews quantitative and qualitative methods of inquiry, as exemplified in recent marital and family therapy research studies. Focuses on teaching students to be intelligent, critical consumers of research in the field. Offered winter.

### **DMFT 5008 - Introduction to Marital and Family Therapy**

Reviews the history of marital and family therapy and the clinical approaches of interactional therapies. Focuses on basic therapeutic concepts and skills. Offered each term.

### **DMFT 5009 - Theories of Marital and Family Therapy**

Offers a comparative study of theories of marital and family therapy, including systemic, structural, strategic, intergenerational, contextual, behavioral, and experiential therapies. Survey of differences in clinical practice. Prerequisite: DMFT 5006. Offered fall and winter.

### **DMFT 5010 - Systemic Family Therapy I**

Study of those systemic therapies informed by cybernetics and oriented to the social organization of communication. Emphasizes the work of the Mental Research Institute and more recent developments such as solution-focused therapy. Prerequisites: Leveling courses and co-requisite DMFT 5006. Offered fall.

### **DMFT 5020 - Systemic Family Therapy II**

This course centers on Narrative Therapy theory and practice. Students will extensively explore assumptions, including distinctions between structuralist and post structuralist thought, which underline this model and contrast with other therapeutic models. Practice methods will focus on various maps and scaffolds which describe and organize Narrative practices. Students will explore the application of these assumptions and practices to a range of therapeutic problems as well as diversity and community issues.

**DMFT 5030 - Systemic Family Therapy III**

Acquaints students with the basic concepts of the natural systems approach to family therapy. Emphasizes family-of-origin issues, multigenerational systems processes, and biological/evolutionary contributions to the understanding of human systems. Prerequisite: DMFT 5020. Offered fall.

**DMFT 5040 - Systemic Family Therapy IV**

Study of the complexities and subtleties of language and the art of therapeutic implication. Discusses the relationships between hypnosis and brief therapy; draws on the work of Milton Erickson as a primary resource. Prerequisite: DMFT 5030. Offered winter.

**DMFT 5110 - Language Systems**

Locates the practice of therapy within cultural, philosophical, and scientific domains. Uses notions about the relational nature of language as a means of examining, critiquing, and explicating therapeutic practice. Prerequisite: DMFT 5006. Offered winter.

**DMFT 5120 - Thinking Systems**

Study of systemic theory, particularly the ideas of relationship, difference, and context. Emphasizes the ideas of Gregory Bateson. Prerequisites: DMFT 5006, DMFT 5110. Offered fall.

**DMFT 5300 - Legal, Ethical, and Professional Issues**

Explanation of accreditation and licensure organizations and the ethical codes they promote in family therapy and related fields; review of therapists' legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management; overview of professional opportunities in public service and training programs. Offered each term.

**DMFT 5311 – Substance Abuse/Addictions and Critical Issues in Systems Theories**

Addresses the application of modern and postmodern ideas to substance abuse/addiction research, theories, practice and, treatment. Also included are other critical issues such as gender, race, religion, and violence. Prerequisite: DMFT 6200. Offered winter.

**DMFT 5410 - Quantitative Research I**

Covers fundamental concepts and practices in quantitative research methods. Introduces measurement and statistics, questionnaire development, and experimental and quasi-experimental research designs for the human sciences. Exemplary studies from family therapy literature are included. Prerequisite: DMFT 5007 or equivalent. Prerequisite: DMFT 5007. Offered summer.

**DMFT 6200 – Internal Practicum I - IV**

Supervised clinical work in systemic therapy. Prerequisites: DMFT 5006, DMFT 5008, DMFT 5300. Offered each term.

**DMFT 6300 - External Clinical Practicum**

Supervised clinical work in systemic therapy. Prerequisite: DMFT 6200. Offered each term.

**DMFT 6310 - Supervision and Teaching**

Introduction to supervision and instruction in systemic therapies. Review of supervision and teaching literature and didactic training in live supervision, case consultation, and instruction. Prerequisite: Internal Practicum I and II; Should be taken second year. Prerequisites: DMFT 6200 I and II. Offered summer.

**DMFT 6320 - Supervision Practicum**

Extensive live supervision and case consultation experience with clinicians in learning systemic therapies. Students receive supervision of their supervision of others. Students may repeat the course for credit. Offered each term with faculty approval. Prerequisite: DMFT 6310. Offered each term.

**DMFT 6430 - Qualitative Research I**

Introduction to qualitative research methodologies. Focuses on the use of the investigator as the research instrument of choice. Participant observation and interviewing strategies are discussed. Introduces methods for transcribing and organizing interviews and field notes. Exemplary studies from other disciplines are used; however, studies from the family therapy literature, when available, are offered. Prerequisites: DMFT 6410. Offered winter.

**DMFT 6520 - Diversity in Human and Family Development**

Reviews human development in the context of family transitions such as childbirth, childhood, adolescence, courtship, marriage, maturity, old age, and death. Focuses on the diversity of psychosocial development across ethnicity, class, gender, and culture. Discussion of implications for interactional therapies. Prerequisite: DMFT 6200 I. Offered fall.

**DMFT 6530 - Family Therapy Topics**

Special topics course on family therapy, with content determined by instructor. Prerequisite: Should be taken second year. Prerequisite: DMFT 5040. Offered fall and winter.

**DMFT 6540 - Independent Study in Family Therapy**

Independent study with faculty of choice on mutually determined family therapy issue. Prerequisite: Should be taken second year. Prerequisite: Can be taken second year with faculty approval. Offered each term.

**DMFT 6560 Couples' Therapy**

Coverage of couples' therapy issues to include marital research, evidence-based models, and attention to diversity issues in working with couples.

**DMFT 6950: Applied Clinical Project**

A capstone experience of students demonstration of their ability to be able to articulate and demonstrate to other mental health professionals their unique area of systems based practice expertise. The ACP should be a project the student carries out under SHSS faculty supervision from concept, to proposal, to implementation, and finally through eventual evaluation of the effectiveness of the program.

**DMFT 7301 - Assessment in Marital and Family Therapy**

Overview of methods and instruments used to define problems and indicate solutions. Comparative study of interactional approaches and individual and family dysfunction assessments. Prerequisite: DMFT 6200. Offered summer.

**DMFT 7302 - Personality Theories and Psychopathology**

Review of major theories of personality theory and psychopathology, emphasizing psychiatric diagnostic classification systems. Study of implications for treatment and comparisons with interactional approaches. Prerequisite: DMFT 5006. Offered summer.

**DMFT 7311 - Human Sexuality and Gender**

Review of the psychosocial development of sexuality and gender from childhood through old age. Summary of clinical approaches to sexual and gender problems comparing interactional approaches with psychodynamic and behavioral models. Prerequisite: DMFT 5006. Offered summer.

**DMFT 7313 – Human Development and Individual/Group Psychotherapy**

Reviews major theories of psychotherapy and understanding of psychosocial development on which they are based. Explores individual and group techniques from psychodynamic, behavioral/cognitive, humanist/experiential, and systemic approaches. Prerequisite: DMFT 5006. Offered winter.

**DMFT 7360 - Teaching Practicum**

Supervised teaching experience in undergraduate or graduate instruction in family therapy or related field. May be repeated for credit. Prerequisites: DMFT 6310 and faculty approval. Offered each term.

**SHSS 6620 - Academic Writing**

A user-friendly seminar on how to write clear, unpretentious academic prose. Covers technical issues—sentence structure, punctuation, tenses, idea development—in a non-technical manner. Includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered each term.

**M.S. in Conflict Analysis & Resolution****CARM 5000 - Foundations and Development of Conflict Resolution & Peace Studies**

This course outlines the substantive themes, history, origins, contexts, and philosophical foundations of conflict resolution, healing, peacemaking, and problem solving. Students will examine levels of interventions and processes in the field of conflict resolution. Offered all terms.

**CARM 5020 - Theories and Philosophies of Conflict and Peace**

This course is designed as a survey course on contemporary theories of conflict and conflict resolution. Students will examine a variety of theories that center primarily on the fields of history, economics, sociology, social psychology, anthropology, political sciences, and social relations. Offered winter.

**CARM 5040 - Human Factors**

This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. This course is pragmatic as well as theoretical, and presents

communication and conflict resolution models in a practice-based approach. Offered all terms.

**CARM 5100 - Mediation Theory and Practice**

This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills.

Prerequisites: CARM 5000, 5040. Offered fall and winter.

**CARM 5140 - Negotiation Theory and Practice**

This course examines conflict intervention from the perspective of the disputant/negotiator. The integration of theory and practice will emphasize the tactics, strategies, and operations of effective and ineffective bargaining/negotiating behavior. The course develops negotiator skills and knowledge, leading to collaborative-based actions and solutions. Prerequisites: CARM 5000, 5040. Offered winter.

**CARM 5200 - Research Design and Program Evaluation**

This course focuses on the development of applied research skills appropriate for dispute resolution practitioners, including basic research tools, assessment, social science research, current research in the field, and an introduction to program evaluation through analysis of published work. Offered winter and summer.

**CARM 6000 – Organizational Conflict: Theory and Practice**

This course examines organizations, the causes and manifestations of organizational conflict, and interventions including: organizational theories, organizational development, systems theories, group dynamics, and dispute systems design. Students will learn to apply theory to the assessment of conflict and the design of appropriate intervention models within organizations, and will be introduced to consultation models. Prerequisites: CARM 5000, 5040. Offered summer.

**CARM 6120 - Culture and Conflict: Cross-Cultural Perspectives**

This course examines the nature and meaning of conflict, conflict management techniques, and the assessment of conflict situations from a cross-cultural perspective. Explores various models for training third parties to function effectively in handling disputes where cultural differences are a significant factor. Also addresses various theoretical and practical implications of indigenous conflict management techniques and beliefs found in different cultural settings. Offered fall.

**CARM 6130 - Practicum I: Supervised Field Experience**

This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work.

Prerequisites: CARM 5000, 5040, 5100, 6120. Students must have at 21 earned credits. Offered all terms.

**CARM 6140 - Facilitation Theory and Practice**

This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop development and delivery. This course uses a practice-based approach, including role-plays and workshop presentations. Prerequisites: CARM 5000, 5040. Offered fall (online) and summer (on-campus).

**CARM 6160 - Practicum II: Supervised Field Experience**

Continuation of CARM 6130. Prerequisites: CARM 6130. Offered all terms.

**CARM 6170 - Violence Prevention and Intervention**

This course examines various theories of human aggression and violence, exploring their underlying assumptions about human nature and the causes of violence. Also included is an introduction to a range of violence intervention and prevention approaches developed for use at the interpersonal, intergroup, and societal level.

Prerequisites: CARM 5000, 5040. Offered fall.

**CARM 6601 - International Conflict Resolution**

This course reviews international conflict resolution in many settings and includes informal mediation by private interveners and scholar-practitioners; formal mediation by individual, regional, transnational, and international organizations; and mediation within small and large states. Prerequisites: CARM 5000. Offered occasionally.

**CARM 6602 - Resolving Environmental and Public Disputes**

This course focuses on the theoretical bases, practical applications, process orientations, and actual intervention into complex multiparty, multi-issue public disputes. Focus is on social/environmental interactions and sources of political and economic conflict over human health environmental protection and natural resource scarcity. Prerequisites: CARM 5000. Offered occasionally.

**CARM 6603 - Qualitative Methodologies for Researching Issues of Ethnic Identity & Conflict**

This course is part of a collaborative undertaking between DCAR and the George-August-University (GAU), Goettingen, Germany. This collaboration includes joint research, teaching, and student mentoring. Students will learn concepts and theories connected to the understanding of ethnic belonging and how to undertake biographical narrative interviews and observations of refugee/immigration populations. Students will interview members of the Cuban, Haitian, and Guatemalan communities in Southern Florida and gain experience in participant observation of community events. They will also learn how to analyze the qualitative materials and receive feedback on their interviews and observations. This class will be held in a hybrid format with an intensive residential requirement as well as an online component both before and after the residential institute. Prerequisites: CARD 5000, 5040. Offered as part of a collaborative project.

**CARM 6604 - Gender and Conflict**

This course examines gender roles in conflict and how conflict is experienced and perceived by men and women. Course material includes feminist theories, men's studies, religion, literature, history, anthropology, film, television, psychology, the justice system, and alternative dispute resolution. Prerequisites: CARM 5000. Offered occasionally.

**CARM 6605 - Introduction to Institutional Assessment**

This course will introduce students to the field of institutional assessment and planning, emphasizing the higher education environment and its unique challenges. Students will explore the functions of educational institutions across systems, develop an understanding of the concepts of institutional assessment and administrative issues in higher education, learn to use core technologies and methodologies for research applications, and build experience navigating the political



and interpersonal dynamics that promote effective institutional assessment.  
Prerequisites: CARD 5000, 5040. Offered occasionally.

### **CARM 6606 – Advanced Mediation Skills**

This course will oblige students to examine conventional wisdom and the students' own beliefs to develop a more sophisticated understanding of the potentials and limits of mediation in a wide variety of contexts. The course will cover selected mediation issues and skills in more depth than possible in an introductory survey of mediation. Students will analyze issues such as convening mediations, eliciting and satisfying interests, maintaining impartiality, dealing with power imbalances, handling apparent impasses, identifying and handling various ethical problems, and writing agreements. Students will also discuss practical aspects of operating a practice such as getting clients, billing, developing good relationships with other professionals, and creating standard forms. Prerequisites: CARM 5000, 5040, 5100, 6120. Offered occasionally.

### **CARM 6607 - Ethnopolitical and Community-Based Conflicts**

This course introduces the major methods used by states, international organizations, and conflict resolution practitioners to eliminate, manage, and resolve ethnic and community-based conflicts. Case studies are used to explain conflict escalation and de-escalation, and mechanisms of conflict intervention. Prerequisites: CARM 5000. Offered occasionally.

### **CARM 6608 - Nonviolent Social Movements**

This course focuses on 20th-century nonviolent social movements such as the women's rights and suffragist movement; Gandhi's prolonged struggle against British colonialism; Martin Luther King, Jr., and the American Civil Rights movement; the American peace movement against the war in Vietnam; and the nonviolent movements that resulted in the end of communist rule in Eastern Europe. Prerequisites: CARM 5000. Offered occasionally.

### **CARM 6610 –Family Violence: The Effects on Families, Communities and Workplaces**

This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored. Prerequisites: CARM 5000, 5040. Offered occasionally.

### **CARM 6611 – Race and Ethnic Relations in America**

This course examines the social constructionist approach toward the study of racial and ethnic conflict and conflict analysis in the U.S. It is designed to assist students in increasing their ability to analyze racial issues from a historical and contemporary perspective, and to explore the basic theoretical paradigms that have been used to conceptualize the idea of race and ethnicity from the 19<sup>th</sup> century to the present. The course will also explore the effects of contemporary policies in addressing racial and ethnic inequities, and strategies to combat racism. Prerequisites: CARM 5000, 5040. Offered occasionally.

### **CARM 6612 - Conflict Transformation: Reconciliation and Healing**

This course examines the rise of collective violence and genocide in the 20th century, and the rich and troubling range of responses to massive societal repression such as:

remembering and forgetting, judging and forgiving, reconciling and avenging, and grieving and education. This course also explores the possibilities and problems of reconciliation and healing in interpersonal conflicts, focusing on topics such as the needs and experiences of victims and offenders, the functions of punishment, and the concept of restorative justice. Prerequisites: CARM 5000. Offered occasionally.

### **CARD 6613 – Arbitration Theory and Practice**

This course will cover the nature, enforceability and scope of arbitration clauses; other requirements to arbitrate; the powers of arbitrators; issues that typically arise in arbitration; the conduct of arbitration hearings; the remedies available in awards under federal and state law; and proceedings to confirm or to modify or vacate arbitration awards.

### **CARM 6614 - Workshop Development**

This course helps students to create a connection between the graduate program and professional life by learning how to create, develop, and present workshops and training in the field of conflict resolution. Students will learn concepts and principles necessary to create and design workshops for adults and for children. Students will actually develop and present workshops in class in order to gain experience, have a finished product, and get valuable feedback from participants. Prerequisites: CARM 5000, 5040. Offered occasionally.

### **CARM 6615 - Storytelling: Identity, Power, & Transformation**

This course will examine the role of narrative and storytelling in the conflict resolution theory, research, and practice: (1) Theory regarding the relationship between language and power will be reviewed. How storytelling and narrative can be a part of destructive conflict or constructive conflict resolution will be explored. (2) The nature of narrative-based research and how such research can be empowering will be examined. (3) Case studies and possibilities for using storytelling-based projects as a means of peace building will be discussed. Prerequisites: CARM 5000. Offered occasionally.

### **CARM 6616 - Trauma and Violence: A Global Perspective**

This course will look at issues of war, regional violence, torture, forced relocation, ethnic cleansing, rape and other issues related to regional conflict, and then focus on conflict intervention models. Relief and assistance programs from humanitarian relief, the Red Cross, UN programs, Quaker NGO's, Christian relief efforts, and others will be examined with a focus on trauma intervention as a conflict resolution career option. Discussion will center on how conflict specialists can connect, work with, and influence humanitarian aid efforts, capacity building, democratization efforts, and conflict transformation projects. Prerequisites: CARM 5000. Offered occasionally.

### **CARM 6618 - The Reflective Practitioner: Consulting, Conflict, and Change in Organizational Settings**

A hands on, clinically based course in which students will form consulting teams (like in consulting firms) and actually do consulting in the community. Prerequisites: CARM 5000. Offered occasionally.

### **CARM 6619 - Strategic Community Planning and Partnerships**

An overview of the community from a strategic perspective, identifying: social, economic, demographic and cultural trends and patterns within the community; areas of concern for law enforcement and government; ways to initiate and develop community-wide strategic planning for peaceful community relations and growth;

building community partnerships between law enforcement, the criminal justice system and community agencies and groups; community justice; and the use of data, data collection and analysis in developing and implementing collaborative long and short term plans for community development, problem solving and funding initiatives. Prerequisites: CARM 5000. Offered occasionally.

### **SHSS 6620 - Academic Writing**

A user-friendly seminar on how to write clear, unpretentious academic prose. Covers technical issues—sentence structure, punctuation, tenses, idea development—in a non-technical manner. Includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered all term.

### **CARM 6621 – Introduction to Human Rights, Theory and Practice**

This course provides students with an introductory survey of political, philosophical, historical, economic, and legal considerations related to fundamental human rights concepts. Students will examine human rights issues in both domestic and international arenas. In particular, the course addresses the issues of the ideological and cultural origins of human rights theory; the sources of rights and rights violations; the impact of the nation-state system, governments and other institutions (such as corporations, churches and universities), and domestic and foreign policies particularly of the U.S.) on human rights law and enforcement. Finally, students examine the wide variety of political, civil, economic, social and cultural rights warranting protection. Prerequisites: CARM 5000, 5040. Offered occasionally.

### **CARM 6622 - Legal Concepts**

This course will provide an overview of the U.S. legal system as it relates to alternative methods of resolving conflicts. Students will learn legal terminology, the judicial system, judicial procedures, the fundamentals of legal research and legal writing, and where alternative methods such as mediation and arbitration relate to legal processes. Students will also explore legal and procedural concepts such as: collaborative legal practices, state and federal authority, restorative justice, victim-offender programs, and the relationship between U.S. and international legal procedures. The class will be interactive with research, writing, class presentations, and guest presentations. Prerequisites: CARM 5000, 5040. Offered occasionally.

### **CARM 6623 - Practicum III**

This course is a more advanced field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. Prerequisites: CARM 6160. Offered occasionally.

### **CARM 6624 - Advanced Practicum**

This practicum experience is a faculty-driven experience in which a faculty member will design a project in conjunction with another organization or university and students selected for the practicum will work on that project with the faculty member. The project may also entail a one to two week mandatory field experience in which students and the faculty member will work on the project on location. Students will be responsible for their expenses. Students will apply for this practicum and must be selected. Prerequisites: CARM 6160. Offered occasionally.

### **CARM 6625 - The Dispute Review Board (DRB) Process**

This course will examine the latest DRB theories and techniques in this interactive course. Building on empirical data from the field of construction, students will

understand the subtle judgment of DRB panelists using sophisticated influencing skills developed from the latest studies in psychology, and incorporate strategic approaches to overcoming barriers to the successful resolution of conflicts. This innovative process, used in the construction industry since 1974, can be a model for circumventing disputes in other professions where long term interaction between conflicting parties (e.g., labor/management) can be identified and resolved. Students will learn analysis of theories and models of conflict management, exploring causes of functions and effects of conflicts, the positive and negative effects of conflicts. Pre-requisites: CARM 5000, 5040. Offered occasionally.

#### **CARM 6626 - Conflict Resolution For The School and School System**

This course is designed for anyone in a position to influence school policy, practice, and decision-making, from within or as a consultant. The course takes a systems approach to resolving conflicts within the school and school system, applying conflict analysis and conflict resolution models to conflict situations, using negotiation, mediation, and facilitation processes, developing a conflict resolution culture throughout the system, providing training for parents, teachers, students, and school board. The course also examines methods to manage conflict, including using conflict resolution practices in crisis situations, and mediating and negotiating with parents, teachers, administrators, and students. The course uses a case study method. Prerequisites: CARM 5000, 5040, 5100. Offered occasionally.

#### **CARM 6627 - Conflict Resolution and Peer Mediation for Students: Elementary, Middle and High School Levels**

This course is designed to bring conflict resolution and peer mediation training to students at the classroom, school, or school system level with the objective of transforming student/classroom/school conflict resolution culture. Students will examine the elements of conflict resolution and peer mediation curricula, materials and resources in the field, and current research. Students will also do original curriculum/peer mediation design by integrating state-of-the-art thinking in conflict resolution methods, theories, and research into the design, implementation, and institutionalization of conflict resolution and peer mediation programs. Prerequisites: CARM 5000, 5040, 5100. Offered occasionally.

#### **CARM 6628 - Biographical Methodology for Conflict Research**

Students will learn the life story/biographical methodology and other qualitative methodologies, such as the use of photographs and music, which have been found to be helpful for gaining important insights into the impact of conflict on people's lives, from both a personal and social/cultural aspect. This course will focus on the teaching of the data collection and analysis methodologies, with a specific focus on the life story method, by providing the students with opportunities to exercise what they learn in class. The students will carry out a mini-project by applying these knowledge and skills in a specific conflict area that they are either studying or working in. Prerequisite: CARM 5000, 5040, CARM 5200 (or for doctoral students, having had a research class on the master's level). Offered occasionally.

#### **CARM 6629 - Interactive Methods in Inter-group Facilitation: From Story Telling to Software**

This course will expose the students to a number of innovative and diverse methods involving facilitation of groups who are dealing with conflict and/or are in complex problem situations. Emphasis will be placed on conflicts in intercultural settings. Special attention will be given to the principles of Interactive Management (IM), the use of biographical (story-telling) methods in groups involved in long and protracted

conflicts, and the use of other creative methods for data collection useful for group facilitation. Participants in the class will practice the methods, through exercises, analysis, and group presentations. Prerequisite: CARM 5000, 5040, 6140. Offered occasionally.

### **CARM 6630 - The Psychosocial Effects of Social Trauma on the Family**

This course will center on the intergenerational psychosocial effects of social trauma – such as the Holocaust, wars, genocide, forced immigration, etc. – on victims of these trauma and their descendants. In order to gain insight into how people live with their personal and family's traumatic pasts, we will combine knowledge gained from exploring research on the topic with the teaching of qualitative methods that have been found to be good for eliciting information about these traumas and understanding them. Students will learn basic concepts on social trauma, and how to employ methods for data collection and analysis of these issues. The students will interview a multigenerational family that has undergone a social trauma, for presentation in class. This theoretical knowledge and fieldwork will serve as the basis for the students' term papers. Prerequisite: CARM 5000, 5040. Offered occasionally.

### **CARM 6631 - Studies in War and Peace**

This seminar will draw on theories, concepts and methodologies from social psychology, political science and history to explore and understand human aggression and peacemaking. We will focus on exploring the underlying assumptions about human nature and the roots of hatred and violence, by looking at the causes and factors that lead to violent conflict and to reconciliation, dialogue and peace building. Examples will come from the Holocaust, the Palestinian-Israeli conflict, the "troubles" in Northern Ireland and other international settings. This will be an interactive course that includes lectures, critical discussions of readings, and student presentations and analyses of past/current conflicts. Prerequisite: CARM 5000, 5040. Offered occasionally.

### **CARM 6632 - Civil Wars and Their Resolution**

This course examines the various complexities of violent civil conflict. Using a general survey of the field, supplemented with numerous civil war case studies, students explore the various factors contributing to the outbreak of civil wars, the processes and consequences of such conflict, as well as the variety of methods available for resolution. Prerequisites: CARM 5000, 5040. Offered occasionally.

### **CARM 6633 - International War and Its Resolution**

This course focuses on various aspects of international war and peace. Topics of discussion include defining war, historical patterns of warfare, motivations to engage in such conflict, as well as efforts to deter or resolve international war. Prerequisites: CARM 5000, 5040. Offered occasionally.

### **CARM 6634 - Metropolitan Conflict**

This course will explore historical and theoretical explanations for the different types of conflict prevalent in various metropolitan areas. A series of case studies, focusing on both cities within the United States and abroad, students will explore such topics as the role of ethnicity in conflict, structural inequalities of the system, urban/suburban relations, urbanization, and metropolitan growth and development. Prerequisites: CARM 5000, 5040. Offered occasionally.

### **CARM 6635 - Advanced Facilitation: Facilitating Complex Group Problem Solving**

This course focuses on facilitation in complex problem situations. The focus will be on intercultural settings. Various approaches to complex facilitation are introduced, with special attention to dealing with difficult parties and the principles of Interactive Management (IM) This course will provide students with the skills necessary to perform a facilitation workshop with a computer-assisted program developed to resolve complex problems. Students will gain experience as participants in problem-solving sessions, which they will study and analyze. Class sessions will consist of role-plays, discussion and analysis, and presentation of information. Prerequisite: CARM 6140. Offered occasionally.

#### **CARM 6636 - Culture and Communication: Theory, Research, and Practice**

This course focuses on Intercultural Communication. A survey of major research topics, paradigms, and theories in intercultural communication will be presented. Intercultural research will be examined across different paradigms (traditional, critical, and interpretative). Students will examine culture and communication within intrapersonal, interpersonal, and organizational contexts. Students will be exposed to meta-theoretical and methodological issues. Conflict will be examined as a theme involved in intercultural communication. Prerequisites: CARM 5000, 5040. Offered occasionally.

#### **CARM 6637 - Interpersonal Communication and Conflict**

This course focuses on Interpersonal Communication Theory and Research. A survey of major research topics, paradigms, and theories in interpersonal communication will be presented. Topics include initial interaction, general interpersonal processes, nonverbal communication, strategic communication, and the dark side of relationships. The course covers interpersonal communication from a variety of relational perspectives, including romantic, family, coworker, superior-subordinate, and instructor-student. Conflict will be **examined as a theme involved in interpersonal relationships. Prerequisites: CARM 5000, 5040. Offered occasionally.**

#### **CARM 6638 – Conflict and Crisis Management**

This course is an overview of the theories of conflict and crisis management and the intervention models and protocols used. Conflict and crisis management will be explored among and between individuals and groups, organizations, communities, and governments around the globe. Topics will include the management of violent conflicts, such as kidnapping, hostage-barricade and terrorist acts, homeland security, and the response to natural disasters. There will be interactive exercises as well as a case study approach used. Prerequisites: CARD 5000, 5040. Offered occasionally.

#### **CARM 6639 – Organizational Conflict Intervention**

This course will explore the diagnostic techniques and tools necessary to assess organizational conflict, and tools necessary for successful intervention.

#### **CARM 6640 – Critical Incidents Response**

This course will provide an in-depth analysis and understanding of inter-group and intra-group dynamics associated with the organizational response to critical incidents such as hostage/barricade management, terrorism, kidnapping, natural and other disasters, and tactical operations, which comprises the negotiations team, the tactical team, and the on-scene commander, as well as coordination of efforts with government, organizations, and the community. Topics include: inter-group and intra-group conflict intervention and communication strategies, negotiation, tactical,

and command protocols, hostage/barricade resolution continuum options, and case studies. Prerequisites: CARD 5000, 5040. Offered occasionally.

#### **CARM 6641 – Conflict and Crisis Negotiation**

This course will provide an overview of law enforcement crisis negotiation and its application to crisis situations, such as domestic violence encounters on an individual level and hostage/barricade encounters on an organizational level. Lecture, expert demonstration, and interactive negotiation with role play will provide an experiential learning environment for understanding and applying active listening skills, empathy, rapport, influence, and behavioral change concepts to conflict and crisis situations. Prerequisites: CARD 5000, 5040. Offered occasionally.

#### **CARM 6645 – Indigenous Systems of Conflict Resolution**

This course is designed to make contributions to the field by exploring the processes of conflict resolution and peacemaking as practiced by the indigenous communities around the world. Class members will engage in an in-depth exploration of techniques of peacemaking, as practiced in various parts of the world.

#### **CARM 6646 – The Anthropology of Peace and Conflict**

This course will explore the social dynamics of disputing and undertaking detailed examinations of specific cases. By examining diverse expressions of conflict and different means of controlling it, students will deepen their understanding of conflict analysis and broaden their perspectives on how disputes can be managed. Course topics will include the cooperative and aggressive components of human nature, the social construction of violence, genocide, and war, and the relationship between conflict resolution, social control, inequality, and justice. Prerequisites: CARD 5000, 5040.

#### **CARM 6648 – Researching Conflict**

In this course, students and instructors will together conceptualize, design and carry out a mixed methods research study on a topic connected to violence. The students and instructors will decide on a research problem to be studied. The goals of the elective is to help students deepen their understanding of quantitative and qualitative research and hone their research skills. The course will be a collaborative effort, building on the experience, knowledge, expertise, and interests of all of the participants. Pre-requisites: CARM/D 5000, 5040.

#### **CARM 6649 – Federalism and Intergovernmental Conflict**

This course describes and analyzes the guiding principles and the operational processes of "American Federalism," as well as its intended and unintended consequences. It seeks to provide students with a working understanding of the complex set of interactions occurring between all government units and levels (national/federal, States, Counties, municipalities, school districts and special districts, townships, etc.) in the USA; the various types of conflicts which necessarily result from these interactions; and the solutions that have been implemented in the past, or are currently suggested, in order to address and resolve these conflicts. Prerequisites: CARM/D 5000, 5040.

#### **CARM 6650 – International Negotiation: Principles, Processes, and Issues**

This course describes and analyzes the major principles, processes and issues of international negotiation in the twentieth and twenty-first centuries. It seeks to provide students with the analytical tools and skills required to explain and predict the outcome of specific (bilateral or multilateral) negotiations through the study of

various explanatory factors, including: stability and change in the structure of the existing "international system"; the individual characteristics of the nations-states parties (power/capabilities, interests, culture/values, negotiating styles, etc.); the strategic and tactical moves of those considered as "key player"; as well as the role of smaller states and non-state actors. Prerequisites: Prerequisites: CARM 5000, 5040.

### **CARM 6651- Theories of Ethnicity and Nationalism**

This course is foundational for theoretical understandings of ethnicity and nationalism. Students will analyze general theories from key debates and critically examine various points of view in relation to defining boundaries, conflict, context, difference, identity, migration, minority/majority, race, and tribalism in regard to ethnicity, as well as community, fantasy, ideology, neo-Marxism, modernism, perennialism, political, primordialism, semiotic, sociocultural, socioeconomic, imagination, invention, and tradition in association with nationalism and nationalists, and the entwinement and interrelation between all of these prevalent notions and themes. Upon completion of the course students will better grasp ethnic belonging, ethno-nationalist conflict, and intra/inter-group disputes from the standpoint of applied theory, cultural relativity, and humanism. Prerequisites: CARD 5000, 5040.

## **M.S. in Family Therapy**

### **SFTM 5310 - Introduction to Systems Theories**

Presents an overview of systems theories that use metaphors of system, pattern, interaction, communication, and language to describe human behaviors and relationships. Offered each term.

### **SFTM 5311 – Substance Abuse/Addictions and Critical Issues in Systems Theories**

Addresses the application of modern and postmodern ideas to substance abuse/addiction research, theories, practice, and treatment. Also included are other critical issues such as gender, race, religion, and violence. Prerequisites: SFTM 5400 I; SFTM 5321; Co-requisite: SFTM 6300. Offered winter.

### **SFTM 5320 - Introduction to Marital and Family Therapy**

Reviews the history of marital and family therapy and the clinical approaches of interactional therapies. Focuses on basic, therapeutic concepts and skills. Offered each term.

### **SFTM 5321 - Theories of Marital and Family Therapy**

Offers a comparative study of theories of marital and family therapy, including systemic, structural, strategic, intergenerational, contextual, behavioral, and experiential therapies. Survey of differences in clinical practice. Prerequisite: SFTM 5310. Offered fall and winter.

### **SFTM 5322 - Clinical Practice in Marital and Family Therapy**

Examines applications of family therapy methods and counseling theories/techniques in specific situations including divorce, child rearing, and school problems. Prerequisite: SFTM 5400 II. Co-requisites: SFTM 6300. Offered fall.



**SFTM 5350 - Research in Marital and Family Therapy**

Reviews quantitative and qualitative methods of inquiry, as exemplified in recent marital and family therapy research studies. Focuses on teaching students to be intelligent, critical consumers of research in the field. Prerequisite: SFTM 5310. Offered winter.

**SFTM 5400 - Internal Practicum I - II**

Provides the opportunity for practice of marital and family therapy at Brief Therapy Institute (BTI), under faculty supervision. Prerequisites: SFTM 5310, SFTM 5320, SFTM 6340. Offered each term.

**SFTM 6300 - External Practicum I - II**

Provides the opportunity for practice of marital and family therapy at Brief Therapy Institute or at an approved off-campus internship site, under supervision of faculty members and qualified professionals. Prerequisites: SFTM 5400 II, Program Chair approval of internship contracts. Offered each term.

**SFTM 6320 - Assessment in Marital and Family Therapy**

An overview of methods and instruments used to define problems and indicate solutions. Includes diagnosis, appraisal, assessment, and testing appropriate to the practice of marriage and family therapy. Comparative study of interactional approaches and individual and family dysfunction assessments. Prerequisites: SFTM 5310, SFTM 5321, SFTM 5400 I. Offered summer.

**SFTM 6331 – Diversity in Human and Family Development**

Considers psychosocial theory and issues such as ethnicity, class, culture, environment, age, economic and social oppression and the constraints of history, and other diversity issues. The focus is on the self of the therapist and the applications to interactional therapies. Prerequisite: SFTM 5400. Offered fall.

**SFTM 6332 - Human Sexuality and Gender**

Reviews the psychosocial development of sexuality and gender from childhood through old age. Summary of clinical approaches to sexual and gender problems, comparing interactional approaches with psychodynamic and behavioral models. Prerequisite: SFTM 5310. Offered summer.

**SFTM 6333 - Theories of Personality and Psychopathology**

Reviews the major theories of personality and psychopathology, emphasizing psychiatric diagnostic classification systems. Focuses on the study of implications for treatment and comparisons with interactional approaches. Prerequisite: SFTM 5310. Offered summer.

**SFTM 6340 - Legal, Ethical, and Professional Issues**

An explanation of accreditation and licensure organizations and the ethical codes they promote in family therapy and related fields; reviews therapists' legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management; and offers an overview of professional opportunities in public service and training programs. Offered each term.

**SFTM 6374 – Human Development and Individual/Group Psychotherapy**

Reviews individual human development theories throughout the life cycle. Also reviews major theories of psychotherapy and understanding of psychosocial development on which they are based. Explores individual and group techniques

from psychodynamic, behavioral/cognitive, humanist/experiential, and systemic approaches. Prerequisite or Co-requisite: SFTM 5310. Offered winter.

**DMFT 6560 Couples' Therapy**

Coverage of couples' therapy issues to include marital research, evidence-based models, and attention to diversity issues in working with couples.

**SHSS 6620 - Academic Writing**

A user-friendly seminar on how to write clear, unpretentious academic prose. Covers technical issues, sentence structure, punctuation, tenses, idea development in a non-technical manner. Includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered each term.

**M.A. in Cross-disciplinary Studies**

**MACS 5020 - Theories and Philosophies of Conflict and Peace**

This course is designed as a survey course on contemporary theories of conflict and conflict resolution. Students will examine a variety of theories that center primarily on the fields of history, economics, sociology, social psychology, anthropology, political sciences, and social relations. Offered winter.

**MACS 5200 - Research Design and Program Evaluation**

This course focuses on the development of applied research skills, including basic research tools, assessment, social science research, current research in the field, and an introduction to program evaluation through analysis of published work. Offered fall and winter.

**MACS 5310 - Introduction to Systems Theories**

Presents an overview of systems theories that use metaphors of system, pattern, interaction, communication, and language to describe human behavior and relationships. Offered all terms.

**MACS 6130 - Practicum I: Supervised Field Experience**

This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. Offered all terms.

**MACS 6160 - Practicum II: Supervised Field Experience**

Continuation of MACS 6130. Prerequisites: MACS 6130. Offered all terms.

**SHSS 6620 - Academic Writing**

A user-friendly seminar on how to write clear, unpretentious academic prose. Covers technical issues—sentence structure, punctuation, tenses, idea development—in a non-technical manner. Includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered all terms.

For course descriptions included in the Concentration Track: Technology and Society please refer to <http://www.scis.nova.edu/>

For course descriptions included in the Concentration Track: Environment and Society please refer to <http://www.nova.edu/ocean/>

For course descriptions included in the Concentration Track: Health and Society please refer to <http://www.nova.edu/cah/>

## **M.S. in College Student Affairs**

### **CARM 5040 - Human Factors**

This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach.

### **CARM 5100 - Mediation Theory and Practice**

This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills.

Prerequisites: CARM 5040

### **CARM 5200 - Research Design and Program Evaluation**

This course focuses on the development of applied research skills appropriate for dispute resolution practitioners, including basic research tools, assessment, social science research, current research in the field, and an introduction to program evaluation through analysis of published work.

### **CARM 6000 - Organizational Conflict: Theory and Practice**

This course examines organizations, the causes and manifestations of organizational conflict, and interventions including: organizational theories, organizational development, systems theories, group dynamics, and dispute systems design.

Students will learn to apply theory to the assessment of conflict and the design of appropriate intervention models within organizations, and will be introduced to consultation models. Prerequisites: CARM 5040

### **CARM 6140 - Facilitation Theory and Practice**

This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop development and delivery. This course uses a practice-based approach, including role-plays and workshop presentations. Prerequisites: CARM 5040.

### **CSPA 5001 - The 21st Century College Student**

An examination is made of students in higher education to prepare professionals for the various groups they will serve. Focus is given to the ever-changing student clientele, its subgroups and cultures. Along with student development theories, student characteristics, attitudes, values and broad issues regarding their participation in the educational experience will be explored.

### **CSPA 5002 - Current Issues and Trends in Higher Education**

Staying abreast of current issues and trends in higher education is critical to becoming a competent student affairs educator. This course is designed to expose students to a variety of current issues and trends in higher education that have a

dramatic impact on the student affairs profession and on our work as student affairs educators. Strategies to address major issues will be discussed.

### **CSPA 5003 - The College Student and the Law**

Increasingly the courts play a pivotal role in the lives of student affairs practitioners. From student judicial cases to Supreme Court decisions on activity fees, a broad-based understanding of the law related to higher education is essential. This course will examine the impact of the legal system on both public and private colleges and universities as well as explore model student codes of conduct.

### **CSPA 5004 - Administration in College Student Affairs Work**

This course will examine attributes, skills and institutional conditions within student personnel work that impact effective administration. Some of the major areas to be explored include personnel practices, supervision, budget, finance, program development, short/long range planning, and internal and external governing bodies. An interactive course design will allow for "hands-on" practical applications and the development of well-grounded practitioners.

### **CSPA 5005 - College Student Affairs and the Greater University**

Comprehensive professional training involves a working knowledge of the total educational environment. Frequently, practitioners miss opportunities for collaboration due to a lack of understanding of the mission of other university functions. Included within this course are the roles of faculty, athletics, development, business, and physical plant among others. Students will gain greater insight into the inner workings of institutions.

### **CSPA 5006 - Student and Adult Development in College**

This course will focus on developing an understanding of students' intellectual, cognitive, social, moral, and identity development during the college years. Issues related to adult student development in the college setting will also be explored. Student development theories, research and current practices related to student development will be presented.

### **CSPA 6130 - Practicum I**

This supervised practicum experience offers students the opportunity to explore a breadth of student affairs functions thereby gaining exposure, knowledge and experience in the variety of services and programs that make up a college/university division of student affairs. Students may select to generally explore all of the functional departments within the division, or select specific functions they wish to learn more about: residential life, housing, career services, student union, student activities, leadership development, recreation and wellness, volunteer services, special events, judicial programs, and the office of the dean of students. By experiencing the "big picture" of the functions, programs and services of the division of student affairs, students will have the opportunity to be exposed to the numerous professional positions and opportunities available to them upon graduation.

### **CSPA 6160 - Practicum II**

This supervised practicum experience offers students the opportunity to gain in-depth exposure, knowledge and practical experience in a selected area of specialization in student affairs that supports their professional goals, and will assist them in being prepared to work in a professional student affairs position in a college or university upon graduation. Students may select to focus their experience in: residence life (including conflict resolution and mediation services), housing, career

services, student union, student activities, student leadership training and development, recreation and wellness, volunteer services, student judicial affairs, special events, orientation, and professional program student services. Students may elect to complete this phase of their practicum experience at Nova Southeastern University or at another college or university.

### **CSPA 6300 - Applied Research & Assessment in Student Affairs**

This course is designed to provide actual experience in designing and conducting an assessment or research project in a student affairs organization. The course is delivered in two 3-credit hours segments. **Segment 1** – this segment is designed to provide guidance in the conceptualization and writing of a student affairs assessment or research project. Project design topics discussed are: the research process, conceptualizing the project topic and proposal, developing a project proposal prospectus, and clear and effective writing. At the end of this segment, a project proposal prospectus focused on conducting assessment or research in an actual student affairs organization will be completed. **Segment 2** – in this segment the project proposal will be used as a basis to conduct the proposed assessment or research. With the guidance of a faculty member or student affairs administrator, students will conduct the research, analyze the results, and based upon the results, make recommendations related to the research topic to the organization. Students will write a paper that will describe the project, discuss related research and literature, describe the methodology used to collect data, discuss the results of the research, and draw conclusions from the study that lead to recommendations to the organization.

## **College Student Personnel Administration**

### **CSPA 5001 - The 21<sup>st</sup> Century College Student**

An examination is made of students in higher education to prepare professionals for the various groups they will serve. Focus is given to the ever-changing student clientele, its subgroups and cultures. Along with student development theories, student characteristics, attitudes, values and broad issues regarding their participation in the educational experience will be explored. Offered fall.

### **CSPA 5002 - Current Issues and Trends in Higher Education**

Staying abreast of current issues and trends in higher education is critical to becoming a competent student affairs educator. This course is designed to expose students to a variety of current issues and trends in higher education that have a dramatic impact on the student affairs profession and on our work as student affairs educators. Strategies to address major issues will be discussed. Offered winter.

### **CSPA 5003 - The College Student and the Law**

Increasingly the courts play a pivotal role in the lives of student affairs practitioners. From student judicial cases to Supreme Court decisions on activity fees, a broad-based understanding of the law related to higher education is essential. This course will examine the impact of the legal system on both public and private colleges and universities as well as explore model student codes of conduct. Offered summer.

### **CSPA 5004 - Administration in College Student Personnel Work**

This course will examine attributes, skills and institutional conditions within student personnel work that impact effective administration. Some of the major areas to be explored include personnel practices, supervision, budget, finance, program

development, short/long range planning, internal and external governing bodies. An interactive course design will allow for “hands-on” practical applications and the development of well-grounded practitioners. Offered fall.

#### **CSPA 5005 - College Student Personnel and the Greater University**

Comprehensive professional training involves a working knowledge of the total educational environment. Frequently, practitioners miss opportunities for collaboration due to a lack of understanding of the mission of other university functions. Included within this course are the roles of faculty, athletics, development, business, and physical plant among others. Students will gain greater insight into the inner workings of institutions. Offered winter.

### **Family Systems Health Care**

#### **FSHC 5000 – Family Systems Health Care I**

Students receive an orientation to the field of family systems in health care that focuses on the biopsychosocial model for understanding health care issues for patients, families, medical professionals, and health care providers. An in-depth study of relationship and clinical skills that translate well within health care settings will be presented. A case study method will be used to examine the impact of language, culture, beliefs, and specific chronic, debilitating, and terminal diseases upon the experience of illness. The biopsychosocial issues surrounding specific medical conditions throughout the life cycle will be presented. Offered winter.

#### **FSHC 5010 – Family Systems Health Care II**

Personal beliefs and philosophies regarding dying, loss, and death will be explored. Bereavement across the life cycle, including developmental issues relating to adults and children and their understanding of loss, will be reviewed. The manner in which other cultures create meaningful rituals for life and death will be presented. Offered summer.

#### **FSHC 5100 – External Practicum I - Family Systems Health Care**

A clinical practicum focusing on the transdisciplinary practice of family systems and therapy in health care settings will be offered with field placements in hospitals, medical schools, community clinics, and specialist's offices. This practicum is for one term. Prerequisites: FSHC 5000, FSHC 5010. Offered each term.

#### **FSHC 5110 – External Practicum II - Family Systems Health Care**

A continuation of Practicum I with a focus on advancing and refining relationship, clinical, and collaborative skills will enhance the integration and collaboration of health care systems within medical settings. This practicum is for one term. Prerequisite: FSHC 5000, 5010, and 5100. Offered each term.

#### **FSHC 5300 – Integration and Collaboration Among Health Care Systems**

This course is an introduction to health care delivery systems through an investigation of medical models, terminology, and approaches used by physicians, medical specialists, and other health care professionals to diagnose and treat disease and to care for the human condition. Students will be oriented to health care systems and settings including hospitals, clinics, hospices, and private practices. Alternative approaches to health care will also be addressed. Offered fall.

**FSHC 5500 - Politics and Economics of Health Care Systems**

An overview of the history of medicine will be presented to give students an understanding of how social and political changes affect medical care. Current issues in the health care field will be discussed, such as the growth in managed care companies, proposed nationalized health care, patient/physician/health care system relationships, and the rise in malpractice litigation. The potential roles of a Family Systems Health Care professional within these complex systems will be presented. Offered winter.

**FSHC 6400 - Understanding Human Systems in Health Care Settings**

This course will introduce students to the fundamentals of relationship management within complex organizational settings, with special appreciation of the dynamics that apply within the world of health care. Students will learn to identify, assess, and intervene principles at both macro and micro levels of operation. Offered fall.

**Health Care Conflict Resolution****HCCR 5000 –Health Care Conflict Resolution I**

Students receive an orientation to the field of family systems in health care that focuses on the biopsychosocial model for understanding health care issues for patients, families, medical professionals, and health care providers. An in-depth study of relationship and clinical skills that translate well within health care settings will be presented. A case study method will be used to examine the impact of language, culture, beliefs, and specific chronic, debilitating, and terminal diseases upon the experience of illness. The biopsychosocial issues surrounding specific medical conditions throughout the life cycle will be presented. Offers in the winter.

**HCCR 5010 –Health Care Conflict Resolution II**

Personal beliefs and philosophies regarding dying, loss, and death will be explored. Bereavement across the life cycle, including developmental issues relating to adults and children and their understanding of loss, will be reviewed. The manner in which other cultures create meaningful rituals for life and death will be presented. This course is open to students throughout the department. Offered in the summer.

**HCCR 5300 – Integration and Collaboration Among Health Care Systems**

This course is an introduction to health care delivery systems through an investigation of medical models, terminology, and approaches used by physicians, medical specialists, and other health care professionals to diagnose and treat disease and to care for the human condition. Students will be oriented to health care systems and settings including hospitals, clinics, hospices, and private practices. Alternative approaches to health care will also be addressed. Offered in the fall.

**HCCR 5500 - Politics and Economics of Health Care Systems**

An overview of the history of medicine will be presented to give students an understanding of how social and political changes affect medical care. Current issues in the health care field will be discussed, such as the growth in managed care companies, proposed nationalized health care, patient/physician/health care system relationships, and the rise in malpractice litigation. The potential roles of a Family

Systems Health Care professional within these complex systems will be presented. Offered in the winter.

**HCCR 6400 - Understanding Human Systems in Health Care Settings**

This course will introduce students to the fundamentals of relationship management within complex organizational settings, with special appreciation of the dynamics that apply within the world of health care. Students will learn to identify, assess, and intervene principles at both macro and micro levels of operation. Offered in the fall.

## **Advanced Family Systems**

**AFS 5010 – Solution-Focused Therapy**

Study of those systemic therapies informed by cybernetics and oriented to the social organization of communication. Emphasizes the work of the Mental Research Institute and more recent developments such as solution-focused therapy. Offered in fall.

**AFS 5020 – Narrative-Based Therapy**

Study of those systemic therapies oriented to the meaning expressed in communication, emphasizing the work of the Milan team and current developments such as narrative therapies and the reflecting team. Offered in winter.

**AFS 5030 – Bowenian Family Systems**

Acquaints students with the basic concepts of the natural systems approach to family therapy. Emphasizes family-of-origin issues, multigenerational systems processes, and biological/evolutionary contributions to the understanding of human systems. Offered in fall.

**AFS 5040 – Ericksonian-Based Therapy**

Study of the complexities and subtleties of language and the art of therapeutic implication. Discusses the relationships between hypnosis and brief therapy; draws on the work of Milton Erickson as a primary resource. Offered in winter.

**AFS 5110 - Language Systems**

Locates the practice of therapy within cultural, philosophical, and scientific domains. Uses notions about the relational nature of language as a means of examining, critiquing, and explicating therapeutic practice. Offered in winter.

**AFS 6310 - Supervision and Teaching**

Introduction to supervision and instruction in systemic therapies. Review of supervision and teaching literature and didactic training in live supervision, case consultation, and instruction. Offered in summer.

**AFS 6430 – Systems Inquiry Through Qualitative Means**

Introduction to qualitative research methodologies. Focuses on the use of the investigator as the research instrument of choice. Participant observation and interviewing strategies are discussed. Introduces methods for transcribing and organizing interviews and field notes. Exemplary studies from other disciplines are used; however, studies from the family therapy literature, when available, are offered. Offered in winter.



**AFS 7311 - Human Sexuality and Gender**

Review of the psychosocial development of sexuality and gender from childhood through old age. Summary of clinical approaches to sexual and gender problems comparing interactional approaches with psychodynamic and behavioral models. Offered in summer.

**Family Ministry****CFM 6331 – Diversity in Human Systems and Relationships**

Explore issues of difference that impact social and therapeutic relationships with emphasis on increasing and enhancing students' spiritual awareness of multiculturalism.

**CFM 6330 – Applied Family Ministry**

The course is designed to allow students to practice systemic ideas in their faith-based community. Focuses on expanding systemic ideas and practices in the faith-based community.

**CFM 5310 – Introduction to Family Systems**

Presents and overview of systems theories that use metaphor of system, pattern interaction and communication, and language to describe the human behaviors and relationships with emphasis on how these ideas may be useful in faith-based contexts.

**CFM 5320 – Introduction to Pastoral Care**

Reviews the history of marital and family therapy. Focuses on basic therapeutic concepts and skills with an emphasis on the spiritual community.

## IMPORTANT TELEPHONE NUMBERS and Web Sites

<b>Graduate School of Humanities &amp; Social Sciences</b>	
Main Reception	(954) 262-3000
Toll Free Number	(800) 541-6682, ext. 3000
Fax Line	(954) 262-3968
Email Address	<a href="mailto:shss@nsu.nova.edu">shss@nsu.nova.edu</a>
Website	<a href="http://shss.nova.edu">http://shss.nova.edu</a>
Conflict Analysis & Resolution Admissions	(954) 262-3001
Family Therapy Admissions	(954) 262-3015
Cross-disciplinary Studies Admissions	(954) 262-3003
Peace Studies Admissions	(954) 262-3001
College Student Personnel Administration Admissions	(954) 262-3001
Family Systems Health Care Admissions	(954) 262-3015
Brief Therapy Institute	(954) 262-3030
Community Resolution Services	(954) 262-4237
SHSS Student Association	(954) 262-3013 Email: <a href="mailto:shsssa@nsu.nova.edu">shsssa@nsu.nova.edu</a>
Scholarships Website	<a href="http://shss.nova.edu/SFSP">http://shss.nova.edu/SFSP</a>
Career Development Program	<a href="http://shss.nova.edu/CDP">http://shss.nova.edu/CDP</a>

<b>Registrar's Office</b>	
Main Number	(954) 262-7200
Fax Number	(954) 262-7265
Toll Free Number	(800) 541-6682 ext 7200
International Student's Office	(954) 262-7240
Website	<a href="http://www.nova.edu/cwis/registrar">http://www.nova.edu/cwis/registrar</a>

<b>Financial Aid</b>	
Main Number	(954) 262-3380
Fax Number	(954) 262-3966
Toll Free Number	(800) 541-6682 ext 3380
Website	<a href="http://www.nova.edu/cwis/finaid/">http://www.nova.edu/cwis/finaid/</a>

<b>Bursar's Office</b>	
Main Number	(954) 262-5200
Fax Number	(954) 262-5203
Toll Free Number	(800) 541-6682 ext 5200
Website	<a href="http://www.nova.edu/cwis/bursar/">http://www.nova.edu/cwis/bursar/</a>

## IMPORTANT TELEPHONE NUMBERS and Web Sites (continued)

<b>Residential Life (On-campus Housing)</b>	
Main Number	(954) 262-7052
Fax Number	(954) 262-3812
Toll Free Number	(800) 541-6682 ext 7052
Website	<a href="http://www.nova.edu/cwis/reslife/">http://www.nova.edu/cwis/reslife/</a>

<b>Nova Books</b>	
Main Number	(954) 262-4750
Fax Number	(954) 262-4759
Toll Free Number	(800) 509-2665
Website	<a href="http://nsubooks.bkstore.com/">http://nsubooks.bkstore.com/</a>

## NSU'S 16 CENTERS, COLLEGES, AND SCHOOLS

- Center for Psychological Studies
- College of Allied Health and Nursing
- College of Dental Medicine
- College of Medical Sciences
- College of Optometry
- College of Osteopathic Medicine
- College of Pharmacy
- Farquhar College of Arts & Sciences
- Fischler Graduate School of Education and Human Services
- Graduate School of Computer and Information Sciences
- Graduate School of Humanities & Social Sciences
- H. Wayne Huizenga Graduate School of Business and Entrepreneurship
- Mailman Segal Institute for Early Childhood Studies
- Oceanographic Center
- Shepard Broad Law Center
- University School

## **PROVISIONS**

The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova Southeastern University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The university further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the university. Upon dismissal or suspension from the university for cause, there will be no refund of tuition or fees. The balance due Nova Southeastern University will be considered receivable and will be collected. An official transcript of a student's academic record cannot be released until all of his or her accounts, academic and nonacademic, are paid.

## Notes



Graduate School of Humanities and Social Sciences  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
(954) 262-3000, 800-262-7978  
Web site: <http://shss.nova.edu>